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Washington, D.C. 20202-5335

APPLICATION FOR GRANT UNDER THE

IFLE Fiscal Year (FY) 2014 National Resource Centers

CFDA # 84.015A and 84.015B

PR/Award # P015A140065 P015B140065

Indiana Univ/Trustees

Indiana University Inner Asian and Uralic National Resource Center
Program Officer: Tim Duvall

PROPOSAL SUBMITTED TO:

**United States Department of Education
Application Control Center
Attention: CFDA Number 84.015A/84.015B
400 Maryland Avenue, SW
Washington, DC 20202-4260**

BY:

Trustees of Indiana University
509 E. 3RD ST
Bloomington, IN 47401-3654
(812) 855-0516

**Application for grants under Title VI
For Academic Years 2014/15, 2015/16, 2016/17, 2017/18**

**COMPREHENSIVE NATIONAL RESOURCE CENTER AND
FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS**

In the following languages: Azerbaijani, Dari, Estonian, Finnish, Hungarian, Kazakh, Kyrgyz, Mongolian, Pashto, Persian, Tajik, Tatar, Tibetan, Turkish, Turkmen, Uyghur, Uzbek

PROJECT DIRECTOR:

**Edward J. Lazzerini, Director
Inner Asian and Uralic National Resource Center**

DATE OF SUBMISSION: June 30, 2014

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application		
* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision		
* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>		
* 3. Date Received: <input type="text"/>		4. Applicant Identifier: <input type="text"/>
5a. Federal Entity Identifier: <input type="text"/>		5b. Federal Award Identifier: <input type="text"/>
State Use Only:		
6. Date Received by State: <input type="text"/>		7. State Application Identifier: <input type="text"/>
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="Trustees of Indiana University"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="356001673"/>		* c. Organizational DUNS: <input type="text" value="0060467000000"/>
d. Address:		
* Street1: <input type="text" value="509 E. 3RD ST."/>		
Street2: <input type="text"/>		
* City: <input type="text" value="Bloomington"/>		
County/Parish: <input type="text" value="Monroe"/>		
* State: <input type="text" value="IN: Indiana"/>		
Province: <input type="text"/>		
* Country: <input type="text" value="USA: UNITED STATES"/>		
* Zip / Postal Code: <input type="text" value="47401-3654"/>		
e. Organizational Unit:		
Department Name: <input type="text" value="Inner Asian & Uralic NRC"/>		Division Name: <input type="text" value="COAS"/>
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text" value="Mr."/>		* First Name: <input type="text" value="Steven"/>
Middle Name: <input type="text" value="Allen"/>		
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Suffix: <input type="text"/>		
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Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015A/84015B

CFDA Title:

National Resource Centers Program/Foreign Language and Area Studies Fellowships Program

* 12. Funding Opportunity Number:

EDGRANTS-053014-001/EDGRANTS-053014-002

* Title:

Office of Postsecondary Education: National Resource Centers Program and Foreign Language and Area Studies Fellowships Program

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Title VI Inner Asian and Uralic National Resource Center (IAUNRC)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="590,129.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="590,129.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on
- ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email:

* Signature of Authorized Representative:

* Date Signed:

**U.S. Department of Education
Supplemental Information for the SF-424**

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:

Address:

* Street1:
Street2:
* City:
County:

* State: * Zip Code: Country:

* Phone Number (give area code): Fax Number (give area code):

* Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) # (s): 1 2 3 4 5 6

☐ No Provide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

**Application for Grants under Title VI
for Academic Years 2014/15, 2015/16, 2016/17, and 2017/18**

**Comprehensive National Resource Center and
Foreign Language and Area Studies Fellowships**

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The Inner Asian and Uralic National Resource Center at Indiana University

Unique among Title VI centers for its regional focus, the Inner Asian and Uralic National Resource Center (IAUNRC) at Indiana University requests U.S. Department of Education funding to continue serving as a comprehensive National Resource Center and award Foreign Language and Area Studies (FLAS) fellowships. IAUNRC's **goals** are to deepen and expand upon its current successful activities with proven impact, pursue new directions to further serve local, regional, and national constituencies, and address **congressional priorities**. Consistent with these priorities, our goals—each supported by numerous activities, examples of which are listed below—are three:

A. Increase prominence of IAUS critical areas and languages through K-18 curriculum internationalization [AP, CPP1, & CPP2]. Projects include: (1) Curriculum Development Projects (courses, teaching modules); (2) Professional development workshops for pre- and in-service teachers through Indiana State Internationalization Plan; (3) Critical Area Studies in the Global Era (CASGE): collaboration with other area centers to create faculty-graduate-students work groups, a local conference, a national conference, and IAUS mini conference; (4) Russia, China and the World; (5) Sustainability and Development Symposium: collaboration with NRCs and professional Schools; (6) Summer abroad experience; (7) Support for local, regional, national and international conferences; & (7) Program internationalization at the School of Education.

B. Expand outreach for area expertise and LCTL instruction to minority-serving institutions and community colleges [AP, CPP1 & CPP2]. Projects include: (1) Outreach America, a unique venture in association with 7 MSIs and 2 CCs that will encourage curriculum development, involve partner faculty in IU's academic world of IAUS, establish paired-relationships between specific IU and partner faculty, & increase access to our region's LCTLs; (2) Collaboration with Ivy Tech CC for Central Asian Themester, including professional development workshop; (3) Curriculum Development Stipend for including regional content in new or revised MSI/CC courses.

C. Strengthen IAUNRC critical LCTLs teaching and learning [AP, CPP1, CPP2, FLAS CPP1, FLAS CPP2 & FLAS IP]. Projects, many of which are linked with IU's SoE, include: (1) Collaboration with Center for Language Excellence to provide professional development workshops for language instructors; (2) Provide Persian and Turkish courses through Distance Learning for MSI (Claflin U) as part of Outreach America; (3) With IU's CelCAR, disseminate facilitated online Dari and Pashto language courses to MSI and CC partners; (4) Summer Scholarship for an MSI undergraduate to enroll in an IAU LCTL at SLW, and thereby be FLAS eligible for a 2nd summer; (5) Develop national standards for IAU LCTLs; (6) Language exposure to LCTLs through Bridges: Children, Languages, World; & (7) Award FLASes for Dari, Pashto and other critical languages to students demonstrating financial need

All our projects are meant to be sustainable; to ensure meaningful outcomes, we will collect a full range of data/indicators that will allow broad performance measures.

ACRONYMS AND ABBREVIATIONS USED IN THIS PROPOSAL

ACTFL	American Councils on the Teaching of Foreign Languages
AD	Assistant Director
AI	Associate Instructor
AP	Absolute Priority
AY	Academic Year
B	Budget
BALSSI	Baltic Studies Summer Institute
CeLCAR	Center for the Languages of the Central Asian Region
CeLTIE	Center for Language Technology and Instructional Enrichment
CEUS	Department of Central Eurasian Studies
CIC	Committee on Institutional Cooperation
CC	Community College
COAS	College of Arts and Sciences
CPP1-2	Competitive Preference Priority
DL	Distance Learning
FTE	Full-Time Employment
GA	Graduate Assistant
IAUNRC	Inner Asian and Uralic National Resource Center
IAUS	Inner Asian and Uralic Studies
IP	Invitational Priority
IU	Indiana University
KSB	Kelly School of Business
LCTL	Less Commonly Taught Language
MSI	Minority Serving Institution
NRC	National Resource Center
OVPIA	Office of the Vice President for International Affairs
SGIS	School of Global and International Studies
SoE	School of Education
SPEA	School of Public and Environmental Affairs
SRIFIAS	Sinor Research Institute for Inner Asian Studies
SLW	Summer Language Workshop (formerly SWSEEL) Languages
T6	Title VI
Y1-4	Year of Title 6 Grant Cycle

The mission of Indiana University's (IU) Inner Asian and Uralic National Resource Center (IAUNRC) is to train future generations of scholars and professionals in Inner Asian and Uralic Studies (IAUS) with advanced competency in less commonly taught languages (LCTLs); support activities of IU faculty and students studying the region; and deliver outreach programs for K-12 teachers, postsecondary faculty and students, government, media, business, and the public.

Since 1956, IU has been a pioneer in the field of Inner Asian and Uralic Studies and with Title VI (T6) support has become the preeminent academic community for study of the languages, histories, and cultures of this region. Today, IU possesses a focused cluster of 7 collaborating units that cements its leading position in IAUS: Inner Asian and Uralic National Resource Center (IAUNRC), Central Eurasian Studies Department (CEUS), Turkish Language Flagship Center (TLFC), Sinor Research Institute for Inner Asian Studies (SRIFIAS), Center for the Languages of the Central Asian Region (CeLCAR), IU Summer Language Workshop (SLW, formerly SWSEEL), and Center for Turkic & Iranian Lexicography and Dialectology (CTILD). Such initiative has not been replicated at any other institution.

Along with concentration on Inner Asia, the Central Asian heartland, and the Uralic communities along the northern tier of Central Eurasia, IU has incrementally strengthened its program on the Middle Volga, Azerbaijan, Turkey, and Xinjiang in western China. In the new T6 cycle, we plan to enhance the study of modern Iran and Afghanistan. Following the recruitment of a tenure-track linguistic and sociocultural anthropologist, a tenure-track specialist in contemporary Iranian studies will join the department in 2015. Responding to national security needs, with T6 support, we will hire a **regional specialist** able to focus on **contemporary and security issues** from a comparative perspective as well as support a hire of a specialist in the Caucasus. With these hires, we will have significantly expanded overall program for IAUS. (B:1.B.1&2)

1. Commitment to the Subject Area

1.A.1: Center Operation. IAUNRC is part of the School of International and Global Studies (SGIS). The Director of International Programs and a 3 person fiscal team support T6 and other international programs. IU pays salaries and benefits for the IAUNRC director, assistant director (AD), 2 shared administrative secretaries, and fee remissions for 3 graduate assistants (GA). In summer 2015, we will move into a new, 165,000 ft² building, where units sharing common interests will be co-located to deepen collaboration. The new building will include language labs, distance learning (DL) facilities, conference rooms, academic, career and internship services, study areas, and classrooms.

1.A.2: Teaching Staff. IU's commitment to IAUS is evident in its maintenance of CEUS, a unique interdisciplinary academic unit. Presently, there are 15 tenured or tenure-track appointments with salaries and benefits totaling \$1,947,496, and 10 non-tenure track language instructors with salaries and benefits totaling \$608,740. IU also provides salaries and benefits for non-language instruction in other departments related to IAUS (see table for totals)

TABLE 1 IU 2013-2014 Support of IAUS	
Category of Support	Amount
Salary	
Administration & Outreach	\$203,959
IAUS Faculty*	\$2,906,225
Library	\$63,642
Fringe Benefits	
Administration & Outreach	\$69,060
IAUS Faculty*	\$1,270,602
Library	\$27,824
Summer Language Instruction	\$21,182
Hungarian Chair Program	\$63,000
SRIFIAS	\$70,478
Library Acquisitions	\$66,264
Supplies and Expenses (CEUS&IAUNRC)	\$15,000
Faculty Exchanges, Conferences, and Research	\$80,000
Student Support	
Summer Scholarships	\$203,616
Graduate Assistantships	\$77,244
Total Institutional Support	\$5,138,096
<i>*Includes salaries of all IAUNRC-affiliated faculty; amounts reflect proportion of time devoted to IAUS.</i>	

1.A.3: Library Resources. IU's commitment to library resources is described in **5.B.**

Additionally, it supports the Center for Language Technology and Instructional Enrichment (CeLTIE), with a budget of \$425,931 for 2013-14. CeLTIE administers 2 language labs, 4 student technology computer labs/smart classrooms, a computer-mediated communication lab, an A/V

Lab, a recording studio, and 2 DL classrooms. Labs and programs are supported with state-of-the-art multimedia equipment available to language instructors. CeLTIE offers access to audio materials in 128 languages through Language-Online and additional language-learning resources through the IU Foreign-Language Portal. It provides web and video development support as well as language pedagogy, assessment, and technology workshops. Free access to videoconferencing rooms and equipment contributes about \$10,000 a year to IAUNRC outreach activities.

1.A.4: Linkages with Institutions Abroad. The Office of the Vice President for International Affairs (OVPIA) coordinates international partnerships. IU currently has formal exchange and cooperative agreements signed with the following IAU institutions: in Hungary (Corvinus U, Hungarian Academy of Sciences), Turkey (Boğazici U, Koç U, Yeditepe U), Afghanistan (Kabul Education U), Iran (U of Tehran), Mongolia (American U of Mongolia, National U of Mongolia), and China (Sinor-Tang Research Institute, Peking University). In the current cycle IAUNRC initiated a cooperation agreement with Kazan Federal U and the Marjani Institute of History in Tatarstan (Russia). These agreements involve many departments and professional schools and provide for university-sponsored faculty and graduate student exchanges, or reciprocal activities in research, faculty development, and curriculum building. IU partners with the Hungarian Academy of Sciences to host a Hungarian professor as Ranki Chair of Hungarian Studies. The cost of instruction in Estonian and Finnish is shared by IU and institutions in those countries. In addition, OVPIA has designated 32 countries as strategically important for developing institutional partnerships, including Turkey, Russia's regions with Turkic and Uralic populations, and Hungary. In the new T6 cycle we will explore possibilities of closer relations with Kabul Education University (**IP**).

1.A.5: Outreach. IU provides substantial support for outreach activities to a variety of constituencies. It underwrites such major initiatives as the Institute for Curriculum and Campus Internationalization (ICCI) to help educators and administrators internationalize public and private universities and colleges. IU also hosts several professional societies related to IAUS, including the Permanent International Altaistic Conference (52 annual gatherings to date), the Central Eurasian Studies Society (since 2012), and the Mongolia Society (since 1961). For 30 years, IU has matched contributions by the Hungarian Chair in co-sponsorship of annual international conferences. Over the last 21 years, IU has provided substantial support for the annual graduate student-organized Central Eurasian Studies Conference.

1.A.6&1.B: Students in Related Fields. Many students in IAUS-related departments and professional schools receive financial support from IU in the form of semester, annual, and multi-year fellowships or academic (GA/AI) appointments. IU provides CEUS with 2 graduate recruitment fellowships to attract highly qualified students interested in IAUS. These awards generally include a tuition remission, healthcare coverage, and living stipend totaling \$41,500 per award in 2013-14. The university also funds numerous competitive awards open to graduate students to fund pre-dissertation and dissertation-research travel. In total, approximately one third of IAUNRC students receive non-governmental financial aid. Apart from these funding sources, IU subsidizes participation in SLW by charging *all participants* in-state tuition, thereby making an effective annual contribution on behalf of students of about \$200,000.

2. Quality of Curriculum Design

2.A.1: Incorporation of Area Undergraduate Instruction into the Baccalaureate Degree Program. Language and area studies instruction in IAUS is available to undergraduates in the College, SGIS, and IU's various professional schools. Instruction in the IAUS has been

incorporated into baccalaureate degree programs primarily through 1) a new undergraduate major offered through CEUS, 2) the CEUS minor, 3) a regional or linguistic concentration within the International Studies major, and 4) IAUS courses used to fulfill general degree requirements. The creation of the new undergraduate major in CEUS in 2013-14 is an important indication of IU's commitment to internationalization of the undergraduate curriculum and broadening of undergraduate access to substantive training in IAUS.

2.A.2: Appropriateness of Requirements and Resulting Quality of Undergraduate

Program. IU undergraduates interested in IAUS have a variety of options to enter the field at IU. Students may declare a major in Central Eurasian studies and elect to pursue either the Central Eurasian track or the Language and Civilization track. The Central Eurasian track focuses on area studies courses, while the Language and Civilization emphasizes advanced language study. These tracks are flexible and allow undergraduates to develop language and area studies competency in critical sub-fields of IAUS. The Central Eurasian track requires students to complete at least 30 credit hours in CEUS-approved courses, including: 1) one introductory, regionally-focused course at the 200 level; 2) study of a Central Eurasian language through the intermediate level (4 semesters); and 3) elective area studies courses, including a minimum of 18 credit hours at the 300-400 level. Students who choose the Civilization and Language track must complete 31 credit hours in department-approved courses according to a similar plan. However, they must study a Central Eurasian language through the advanced level (6 semesters).

The CEUS undergraduate minor complements the major in providing a solid introduction to IAUS. Students can pursue the minor along one of two tracks: 1) a minor with at least 5 area studies courses, or 2) a minor with language certification including at least 2 area studies courses and 2 semesters of Central Eurasian language study beyond the first year. Students also have the

option to declare a major in International Studies by completing 6 semesters of foreign language study and 3 courses with a regional focus at the 300-400 level. Students may fulfill these requirements in IAUS. IU's Turkish Flagship is an undergraduate program that provides students the opportunity to attain superior/professional language proficiency through classroom learning, extracurricular activities, and overseas study, including a year in Turkey. SGIS is launching a Global Service and Peace Corps Prep certificate to further enhance students' global preparedness and strengthen the likelihood of acceptance for students dedicated to serving in the Peace Corps. A number of the required courses will be taught by IAUNRC affiliated faculty as most our region is still in the Peace Corps' purview.

IU undergraduates use IAUS courses to fulfill culture studies, foreign language, international studies, social and historical studies, and arts and humanities requirements for their programs. For example, IAUS's AY and summer language courses allow students to complete 2-year World Languages and Cultures requirement. Undergraduates are currently enrolled in Dari (4), Finnish (8), Hungarian (10), Mongolian (2), Pashto (3), Persian (28), Tibetan (2), and Turkish (14). The College mandates that all its students enroll in a "Critical Approaches", a course on fundamental questions and methods of a particular discipline or department. In the past 2 AYs, enrollments for these classes have been at a record high: Empire of the Mongols (120), Oil, Islam and Geopolitics (117), and Saints of the Silk Road (59).

2.A.3: Variety of Training Options for Graduate Students. IU graduate students have 6 IAUS training options: 1) the CEUS MA; 2) the CEUS PhD; 3) the CEUS PhD minor; 4) joint or dual degree programs granting a CEUS degree and a degree from a professional school, or a double major degree combining CEUS and another department; 5) the Inner Asian and Uralic Studies Certificate; and 6) fulfilling requirements or completing electives using IAUS courses.

2.A.4: Appropriateness of Requirements and Resulting Quality of Graduate Program. The **CEUS MA** introduces students to IAUS at the graduate level and leads to at least intermediate competence in a Central Eurasian language. CEUS students choose a Region of Specialization (ROS): Turkish, Baltic/Finnish, Central Asian, Hungarian, Mongolian, Iranian, or Tibetan, or they may choose the theme of Post-Communism and Nationalism. Students must take 4 area studies courses, complete at least four semesters of an appropriate Language of Specialization (LOS), and demonstrate proficiency in an additional modern research language. To fulfill the MA requirement of 30 credit hours, students complete one research methodology course in an appropriate discipline, 2 electives (one of which must be in CEUS), enroll in a MA Thesis Course, and write a thesis. The **CEUS PhD** requires 60 credits beyond the MA, including 4 relevant CEUS area studies courses. Students may create a specialized ROS not available at the MA level, e.g., the Volga-Kama region, Siberia, or Xinjiang. The PhD program requires 9 additional credits beyond the MA level in LOS courses including 3 credits dedicated to a literary form of the LOS or a relevant linguistics course, 12 elective credits, and a 700-level research seminar. PhD students must complete 2 minors (12 credits each) and demonstrate proficiency in a second research language. Finally, all PhD students must pass written and oral exams in order to advance to candidacy, then write and defend a dissertation to complete the degree.

IU requires all PhD students to complete a minor outside their home departments. Students may fulfill this requirement through the **CEUS PhD Minor**, which entails completing 12 credit hours in CEUS. For students whose research relies on language and area knowledge, like those in Anthropology, History, Political Science, or Ethnomusicology this option is very attractive. Graduate students have increasingly enrolled in dual or joint degree programs that combine study in CEUS with study in a professional school to obtain the following degrees: School of Public

and Environmental Affairs -SPEA (MA/MPA), Kelley School of Business (MA/MBA), School of Public Health (MA/MPH), and the School of Informatics and Computing (Dept. of Information and Library Science MA/MLS, MA/MIS). CEUS students may also pursue joint degree programs with the Maurer School of Law. These programs require 24 credits of IAUS language and area studies coursework offering training comparable to the standalone CEUS MA. Eight students are currently seeking dual degrees with 3 professional programs (Law, SPEA and Information and Library Science). Graduate students may also major in CEUS and a the College department at the graduate level, e.g., by pursuing a PhD in Political Science and CEUS, that results in the awarding of a single degree contingent upon fulfilling all standard degree requirements. These programs result in students with a high level of language, area studies, and disciplinary training. Fourteen PhD students from Political Science, Religious Studies, Folklore, Linguistics, History, and Anthropology are currently pursuing a second major field in CEUS. An additional graduate option is the **IAUNRC Certificate**, which requires 18 credits hours of language and area studies coursework, but no more than 4 semesters of language instruction in a Center language. Courses may be taken in professional schools or other departments if they contain substantial IAUS content, thereby providing more flexibility. Finally many IAUS graduate courses, especially language courses, fulfill requirements or serve as electives for students from diverse fields. Students in public health, law, informatics, history, political science, linguistics, Near Eastern studies, and East Asian studies frequently enrolled in IAUS courses.

2.A.5: Appropriateness of Curriculum for Students from Various Disciplines and

Professional Schools. Our response is contained in 2.A.1-4 and in the Course Lists.

2.B.1: Academic and Career Advising. IAUS students receive academic advising through CEUS and SGIS, as well as their home departments. At the undergraduate level, students

majoring in CEUS receive formal advising from the Departmental Undergraduate Advisor and informal mentoring from the Director of Undergraduate Studies. At the graduate level, IAUS students formally consult a primary faculty advisor each semester to seek advice on course selection and degree progress. They may also seek additional guidance from other faculty members or the Director of Graduate Studies. Graduate students must also form a multi-member, interdepartmental advisory committee to supervise their academic progress through admission to candidacy and a similarly constructed research committee to oversee completion of a thesis or dissertation. Graduate students seeking the certificate in Inner Asian and Uralic Studies are directly advised by the Center's Director.

IAUS students obtain career advising from the Career Development Center (CDC), the Arts and Sciences Career Services (ASCS), and CEUS. Undergraduate career advising is a tiered process that begins at the CDC where students meet with advisors to determine an appropriate major and career track; afterwards students pursuing fields of study under SGIS transition to the ASCS, which offers specialized advising, career and professionalization courses, and career development events. Graduate students may also utilize the CDC and seek specialized career advice, particularly when seeking employment in fields other than higher education. Students in professional schools receive program-specific career advising and introduction to sector-specific introduction to alumni from their schools' career development offices. IAUS students nearing degree completion also receive employment advising from Center faculty. IAUNRC supplements these efforts by publicizing relevant campus visits, recruiting events, and career opportunities on an ongoing basis.

In the next T6 cycle, the IAUNRC will collaborate with professional schools (such as SPEA) to expand career development opportunities that complement IAUS students' language and area

study skills with professional skills. We will develop IAUS career guides and an online database of IAUS related jobs and internships. IAUS faculty will develop a teaching methodology course for graduate students: “Teaching Area Studies” (B:1.B5)

2.B.2: Arrangement and Usage of Research and Study Abroad Programs. The 2013 Open Doors Report highlights record levels of IU students using study abroad as a vital part of their education. IU Bloomington now ranks 5th nationally in the number of students studying abroad. IAUNRC, with the support of the Office of the Vice President of International Affairs (OVPIA) and the Office of Overseas Study, assists and promotes formal arrangements for students to study and conduct research abroad. IU through its Study Abroad Scholarship Matching Program has raised \$5 million in overall matching funds to support undergraduates. In addition to OVPIA-managed partnerships and exchanges (See 1.A.4), IU students participate in over 250 IU-sponsored study abroad programs, including those in Turkey (Istanbul-CIEE—5 students in the current cycle) and Hungary (Budapest KSB and Budapest-CIEE—8 students in the current cycle). Students who participate in the Turkish Language Flagship program spend one year at Ankara University as a capstone experience. Over the past 4 years, 112 students have studied in Hungary (51), Turkey (41), Mongolia (7), Tajikistan (5), Finland (3), Kazakhstan (2), Kyrgyzstan (2), and Uzbekistan (1). Students have also traveled to Xinjiang, Tibet, Inner Mongolia, and Tatarstan. Our students are supported by numerous IU research and travel awards as well as external award programs such as ACLS, IREX, Fulbright (including Critical Language Enhancement Awards), Fulbright-Hays DDRA, SSRC IDRA, Dept. of State Title VIII Fellowship (until 2013), Critical Language Scholarship, Boren, and IU’s Mellon Innovating International Research, Teaching and Collaboration Grant. In order to increase study abroad opportunities for undergraduates in the next T6 cycle, IAUNRC through partnership with

Diversity Equity, & Multicultural Affairs (DEMA) will support the development of an IAUS spring course emphasizing diversity, language, and cultural studies along with a summer field study component – (REDACTED).

2.B.3: Student Access to Programs at Other Institutions. Students take advantage of opportunities at other institutions, including those supported by external grant programs noted above. FLAS awards support students studying languages both in the US and abroad. In recent years, students have studied domestically at BALSSI – (B:8.B.1), National Institute for Summer Scandinavian Studies and Arizona State U's Critical Languages Institute. IU students have access to a variety of languages taught at other institutions through the CourseShare program. In recent years, IU students have received Kazakh language instruction from U Wisconsin. Additionally, PhD students may spend a whole or partial academic year at another CIC institution to pursue specialized coursework through the CIC Traveling Scholar Program. Likewise, through CIC Shared Programs Abroad, students have access to Northwestern U and U of Minnesota programs in Turkey. Students may receive credit for courses from non-IU sponsored programs following review by the IU Office of International Admissions. IAUNRC publicizes external opportunities continually through electronic distribution lists, newsletters, postings, class announcements, and its website.

3. Non-Language Instructional Program

3.A.1: Variety of Disciplines Covered. IU offers a rich variety of courses in disciplines relevant to IAUS. IAUNRC faculty pursue contemporary and historical analysis in various departments representing a wide range of disciplines, including anthropology, business, comparative literature, economics, education, ethnomusicology, folklore, history, international affairs,

journalism, law, linguistics, medieval studies, music and drama, political science, public affairs, public administration, and religious studies.

3.A.2: Course Availability in Professional Schools. IU professional schools offer many undergraduate and graduate courses with IAUS content. (See course listings for Kelly School of Business (KSB), School of Education (SoE), Journalism, Law, and SPEA.) Additionally, students in professional schools may enhance their program of study or meet specific requirements with coursework in IAUS through CEUS or other departments. Increasingly, professional schools provide greater access to formal programs with IAUS content. KSB encourages undergraduates to pursue semester length study abroad programs in Hungary. Similarly, the IU SoE's Global Gateways for Teachers program allows pre-service teachers to gain teaching experience through a cultural immersion experience in Turkey.

3.B: Depth of Specialized Course Coverage. The combined area studies and discipline specializations of its faculty allow IU to offer depth as well as breadth in instruction. Courses cluster into several sub-regions of IAUS reflecting faculty strengths and offer complementary opportunities for students to pursue a focused course of study by taking a series of increasingly specialized courses addressing diverse disciplinary perspectives, time periods, and thematic emphases. For example, IAUS offerings from 2013-2014 include almost 40 non-language courses in archaeology, anthropology, history, literature, linguistics, political science, and religious studies dedicated to IAUS. Courses allow students to obtain an understanding of contemporary social issues, closely examine particular periods in IAUS history, consider the relationship between Islam and politics both historically and in the contemporary world, engage with identity formation and nationalism in the region, critically assess and practice using historical sources, gain mastery of regionally appropriate research methods and resources, and

pursue individual research. CEUS programs of study are available for Central Asian, Mongolian, Tibetan, Persian, Turkish, and Uralic studies (See Course List). At the graduate level, students may pursue their specific academic interests by taking directed readings with faculty specialists.

3.C: Interdisciplinary Offerings. In part because CEUS is by design an interdisciplinary regional studies department, a high proportion of its courses include content and methodological influences from various disciplines. For example, CEUS courses “Peoples and Cultures of Central Asia” and “Uralic Peoples and Cultures” address issues of anthropology, geography, culture, society, and history for their respective regions. “Mongolian Literature and Folklore” includes a number of disciplines in one class, combining folklore, history, linguistics, literary studies, religious studies, and more. Other examples include courses cross-listed with other departments like Anthropology, such as “Language and Identity in Central Eurasia,” which combines history, anthropology, linguistics, and political science.

3.D.1: Sufficient Faculty Numbers. The total number of courses offered and the low student-to-faculty ratios attest the sufficiency of faculty numbers for meeting instructional needs in IAUS. From 2012 to 2014, 32 tenured or tenure-track non-language faculty and several advanced graduate students offered 75 courses. The median student-to-faculty ratio was 6:1 for graduate courses and 17:1 for undergraduate courses, allowing faculty to offer students individualized attention.

3.D.2: Pedagogy Training for Associate Instructors (AIs). Pedagogical training for AIs is the responsibility of the department offering the course, effectively meaning that some AIs serving IAUS courses have received training in multiple departments. Training frequently includes mandatory attendance at workshops and enrollment in departmentally oriented for-credit pedagogy courses. Workshops and pedagogy courses typically address course planning, campus

policies and climate, classroom management, and assessment methodology. AIs also receive mentorship and feedback from the faculty member supervising a course.

Since 2010, CEUS has provided support for 5 advanced graduate students to develop and teach an undergraduate course. AIs also have access to additional, optional professional development opportunities offered through the Center for Innovative Teaching and Learning and the University Graduate School. Finally, PhD students with teaching experience who have completed a pedagogy course may apply for the competitive IU Future Faculty Teaching Fellowship, which funds them to serve as half-time visiting faculty members at an IU branch campus or affiliate institution. In AY 2014-2015, 1 IAUS student will participate in this program. In the next grant cycle, IAUNRC will directly support the professionalization of associate instructors through the development of a pedagogy course that will address the challenges of teaching IAUS in interdisciplinary area studies courses. See also “Teaching Area Studies” in 2.B.1

4. Language Instructional Program

4.A.1: Extent of Language Instruction. IU has a national reputation for instruction in the critical languages of our region. IU regularly offers AY courses in twelve Center languages and periodically offers additional languages or dialects (See Table 2 and Course Lists).

Contemporary language instruction provides either 5 (introductory) or 4 (intermediate and advanced) hours of instruction per week. An additional weekly conversation hour for students of all levels supplements instruction. Students often study other languages relevant to IAUS, e.g., Russian and other Slavic languages, Romanian, Greek, Georgian, Arabic, Sanskrit, Urdu, and Chinese. DL courses in Uzbek, Mongolian, Pashto, Hungarian, and Estonian are offered to non-IU students.

Finnish DL will be added in Fall 2014. In the next cycle, Persian and Turkish will be offered to our MSI partners through distance learning. IAUNRC will support CeLCAR in developing online courses for two languages of Afghanistan, Dari and Pashto. In Y1 and Y2, Introductory Pashto and Dari will be produced, followed by Intermediate in Y3 and Y4. Norfolk State

University (VA) and CC NOVA will

use the **facilitated version** of these courses. (CPP1). The non-facilitated ones will be available nationally through CelCAR's website –

(B:1.A3&4).

4.A.2: Enrollment in Applicant's

and Other Programs. Enrollment in

IAUS language, literature, and linguistics courses continues to be strong. In 2013-2014, 73

undergraduate and 143 graduate

TABLE 2	IAUS Languages Offered								
Language	AY 10-11	SU 11	AY 11-12	SU 12	AY 12-13	SU 13	AY 13-14	SU 14	AY 14-15
Azerbaijani		*							
Dari		*	*	*	*	*	*		*
Kazakh	*	*	*	*	*	*	*		*
Kyrgyz	*								*
Mongolian	*	*	*	*	*	*	*	*	*
Pashto	*	*	*	*	*	*	*		
Persian	*		*	*	*	*	*	*	*
Tibetan	*		*		*		*		*
Turkish	*	*	*	*	*	*	*	*	*
Uyghur	*	*	*	*	*	*	*		*
Uzbek	*	*	*	*	*	*	*	*	*
Estonian	*		*		*	*	*		*
Finnish	*		*		*		*		*
Hungarian	*	*	*	*	*	*	*	*	*
Tatar		*		*		*		*	
Tajik		*							
Old Turkic	*								*
Manchu			*		*				
Tokharian							*		
Chaghatay			*				*		
Classical Mongolian					*		*		*

*Indicates course offered at IU

4.B.1: Extent of Language Instruction at Three or More Levels. IU regularly offers 3 levels of Estonian, Finnish, Hungarian, Mongolian, Pashto, Persian, Tibetan, Turkish, Uzbek, and Uyghur. After participating for four years in the Turkish Flagship undergraduate students achieve professional-level language proficiency (ACTFL Superior/ILR Level 3). Other languages may be so offered based on student interest and availability of an instructor. In the next T6c, IAUNRC will support Post Advanced Language Tutorials (PALS) by organizing twice-weekly meetings throughout the AY between students and a language instructor on a non-credit basis – (b) (5) We will also continue to tailor language training to individual needs, as we have done for State Department personnel.

4.B.2: Foreign Language Instruction in Non-Language Courses. Advanced non-language courses require students to use original language texts for research and discussion. Graduate seminars taught in English may be supplemented with a 1-credit section where students with advanced foreign language skills discuss readings in the foreign language. Through the Turkish Flagship, IU also offers undergraduate and graduate courses in Turkish (Intro to Turkish Culture and Current Events in Turkey). Students frequently undertake advanced, applied language study as independent readings supervised by IAUS faculty that focus on students' research materials.

4.C.1: Sufficiency of Faculty Numbers. IU employs 11 regular IAUS language instructors and 3 AIs, all of whom are native speakers with significant experience in teaching their languages and several of whom hold advanced degrees. Since 2013, 5 lecturers of critical LCTLs have been promoted to Senior Lecturers, demonstrating IU's commitment to responding to security needs. Student-to-teacher ratio for language courses is about 8.5:1. Through Fulbright's Foreign Language Teaching Assistants (FLTA) program, IU hosts native speakers who supplement the regular language faculty by providing students with exposure to variations of native speech in

such languages as Finnish, Mongolian, Persian, Kazakh, Kyrgyz, and Uzbek. Partner institutions receiving DL courses provide native-speaking assistants at their locations to aid our instructors.

4.C.2: Exposure to Current Language Pedagogy Training. IU employs a language coordinator (LC) to maintain uniform, high standards in IAUS language instruction. The present LC holds a PhD in Applied Linguistics, with more than 15 years of experience in university-level LCTL instruction. The LC collaborates with CEUS faculty, TLFC, CeLTIE, and the Center for Language Excellence (CLE). The LC regularly observes and meets with language faculty. The LC holds monthly pedagogy focused meetings with all instructors and AIs. AY 2013-14 workshop topics included LinguaFolio self-assessment scales, ACTFL and ILR proficiency guidelines, and proficiency guideline-based curriculum development. All instructors participate in intensive pre-semester workshops, which provide full introduction to the curricular and cultural aspects of language teaching, performance-based instruction, and technology-based instruction. Instructors receive training through campus-wide workshops and lectures by the Department of Second Language Studies and CLE pedagogy workshops are provided by Campus Instructional Consulting, technology workshops by CeLTIE, the Foreign Language Share Fair, and national conferences, especially the new conference on Central Asian Languages and Linguistics (ConCALL) inaugurated in May 2014. IAUNRC will support the biannual ConCALL in the new T6 cycle – (B:8.E.4)

All our instructors have obtained a certificate in Distance Education through IU's on-line course. Currently, three instructors are pursuing a Certificate in Online Teaching offered by IU East. In 2013-2014, language instructors participated in the workshops on the use of course-management systems and other technology, meetings of the COAS faculty online teaching group for LCTL

instructors, and joint online course development sessions by CeLCAR, CITL, and University Information Technology Services.

4.D.1: Use and Development of Performance-Based Instruction. All language courses utilize theme-based syllabi that specify scope-and-sequence for content, the four basic language skills and cultural content/skills to be mastered by the end of each term, and the specific activities that serve as measures of performance. All students in second and third year are pre- and post-tested for purposes of placement and to measure learner development. The current curricula have been developed in line with the ACTFL guidelines and aim to take learners to at least the Mid-High Intermediate level by the end of the third year of language study. Based on current trends in proficiency and performance-based language instruction, and to better prepare the students for communication with native speakers in a variety of professional and everyday situations, we emphasize teaching spoken language. Instructors of languages with formally different spoken and written registers (such as Farsi and Finnish) have re-designed the curricula to reflect the current use of colloquial language.

4.D.2: Adequacy of Resources for Language Teaching and Practice. IU's commitment to support instructional technology has allowed our instructors to respond quickly and in creative ways to shortages of materials for our LCTLs. CeLCAR developed, initially with IAUNRC support, new materials for introductory Pashto, Tajik, Uyghur, and Uzbek. Reflecting the latest pedagogical theory, these materials are replacing those formerly used to teach IAUNRC languages. IAUNRC plays an important role in the acquisition of teaching materials. The teaching library, visual aids, and multimedia collection are available to and utilized by all instructors. Produced with T6 funds and distributed free of charge "Meeting the Turkish Students," a CD-based learning aid for Turkish, has enjoyed popularity for a decade now and had

been re-printed several times. A follow-up survey of recipients of the CD showed that it improved understanding of Turkish for 41% of respondents and speaking for 33% of them. To improve accessibility IAUNRC will create an online version of and already existing Azerbaijani-Turkish bridge module “Körpu-Köprü,” a “bridge” to reading Azerbaijani for students who know Turkish. Since 2009, DL classes have been recorded and archived for later review and practice. In collaboration with CIBER IAUNRC will develop practices for incorporating business content into language courses. KSB faculty member with expertise in pedagogy will be paired with at least one of our language instructors to develop a template applicable to all levels of language learning. The product will not be language specific and therefore applicable across language courses of similar levels – (B:8.B.3)

CeLTIE provides numerous technical resources to support language instruction (See 1.A.3). The IU Teaching and Learning Technologies Center provides technology workshops and helps instructors with individual projects. Language instructors regularly organize conversation sessions with native speakers using web-based and mobile technology. In 2013-14, the Introductory and Intermediate Finnish courses featured collaborative projects with UC Berkeley’s Finnish language program in order to provide IU students with a wider community of language learning peers. A vibrant assortment of national holiday celebrations, film series, poetry reading competitions, and cooking lessons complement classroom instruction. TLFC provides native-speaker tutors and conversation partners.

4.D.3: Proficiency Requirements. The curriculum of the past grant cycle aimed to take students to the intermediate-high level of proficiency, measured by the ACTFL scale, by the end of the third year of language study. In collaboration with CeLCAR and CEUS and aided by CLE through training workshops we plan to develop National Standards for the IAUNRC languages,

starting with Mongolian in the next T6 cycle. National Standards will help provide better milestones to tailor the curricula for each language, maximizing the instructional time and improving student attainment allowing us to aim at the proficiency target of intermediate-high/advanced low (ILR 2) by the end of third year – (B:8.B.2) Our exams are comprehensive and measure student performance in the four basic skills and also include cultural components. Such testing occurs twice during the semester. All written exams and tasks for oral exams are reviewed by the language coordinator, who gives detailed feedback on the task design, assessment rubrics, and exam format. The goal is to have proficiency-type testing with increased focus on performance assessment. Our exams include tasks to assess performance in interpretive, interpersonal, and presentational mode. All exams are archived at the CEUS departmental language teaching site on the course-management system Oncourse and constitute part of the resources available for the instructors. Independent testing is conducted in Turkish by the Director of TLFC, who is also a certified OPI tester. Self-testing materials are available from CeLCAR and also online in the form of samples for the national language exams (e.g., Estonian uses the Certificate of European Framework of Reference sample tests). Three CEUS language instructors (Uyghur, Hungarian, and Dari) have been certified as Testers for ACTFL/ILR-OPI. One Turkish instructor is currently in training. All senior lecturers, lecturers, and AIs have received either ACTFL or ILR-based training in workshops (e.g., 2011 June 4-day ACTFL OPI rater training workshop). In collaboration with the Turkish and Swahili Flagships, a further ILR-based workshop is planned for Fall 2014. Moreover, we provide testing for students from other institutions for their foreign language proficiency requirements. In AY 2013-14, our instructors conducted such exams in Pashto, Dari, Persian, Uzbek, and Hungarian.

5. Strength of Library

5.A.1: Holdings. IU houses outstanding IAUNRC resources in both the Herman B Wells Library and several specialized collections. The Wells Library's Mongolian, Tibetan, Hungarian, and Central Asian holdings are among the largest such collections in the United States. IU Libraries hold about 93,000 volumes in IAUS languages, a number of which are unique.

The Wells Library maintains approximately 200 serial subscriptions and access to approximately 30 electronic databases that are directly relevant to the Center's work. The most important **specialized collection** is maintained by the SRIFIAS, which contains over 12,000 volumes and provides access in a single location to basic reference works, textbooks, grammars, dictionaries, and rare books and manuscripts relevant to IAUS. The general collection is complemented by 350 rare Tibetan books (including valuable block prints and medieval manuscripts), extensive microform and photocopy holdings of rare publications focused on 19th-century Central Asia, more than 1,000 manuscripts in IAUS languages, and a Turkish Folklore Archive (130 unique audio recordings). About 15% of SRIFIAS rare materials are available publically in digitized form. The CEUS library holds 2,500 books and bound periodicals, covering mainly the Uralic field. The Gordon Collection contains precious Tibetan and Buddhist books and art objects available for viewing and study upon request. Another valuable resource is the 5,500-volume Hangin Collection, mostly written in Mongolian. IU's Lilly Library contains many rare books and manuscripts relevant to IAUS. Additional IAUS-

TABLE 3 Estimated Library Holdings Relevant to IAUNRC (excludes periodicals)*	
Region and Language	Volumes
European & Uralic Subtotal:	76,800
Finland	16,400
Estonia	9,100
Hungary	48,300
Other Uralic	3,000
Inner Asian & Altaic Subtotal:	83,200
Central Asia	21,000
Turkey	18,500
Tibet	18,500
Mongolia	7,200
Other Inner Asian	10,000
Total Volumes	160,000
*About 50% in local languages, 20% in English, and 30% in other languages	

related resources are also housed in collections of the School of Music, School of Fine Arts, the Kinsey Institute, and university museums. IAUNRC will continue to support library acquisitions for IAUS – (B:5.A)

5.A.2: Support for Acquisitions and Staff. IU supports a Central Eurasian Librarian, 2 Central Eurasian Cataloguers, a Tibetan Studies Librarian, and a Senior Collections Reference Assistant. They are aided by student assistants and library technical service support staff. Middle Eastern, Slavic, and East Asian librarians also provide valuable support. Approximately 1,700 volumes were added to the IAUS collections during the past year. In 2013, the budget for Central Eurasian monographs increased from \$16,575 to \$28,867 nearly matching the Central Eurasian serials budget of \$27,397. The Banda Endowment for Hungarian acquisitions yields an annual income of \$10,000. Subject and area specialists purchase materials to supplement the IAUS collection. The IAUS collection is also supported through exchange agreements with institutions in Hungary, Estonia, and Russia, and through private donations. IAUNRC will continue to support library acquisitions.

5.B1-2: Availability and Accessibility of Research Materials. IU participates in cooperative exchanges with other research libraries, and interlibrary loan is free within the CIC; non-Indiana libraries outside the consortium pay a modest charge. IU students and faculty enjoy online access to the catalogs of IU and other institutions. Either remotely or in-house, they may conveniently access major citation indexes, full-text periodical articles, statistical databases, and reference materials. Teachers, students, and faculty from other institutions can likewise use IU print and electronic resources by obtaining a special borrower's card and a temporary network password. IU's web-based catalog offers the general public centralized access to various university collections. Users can access more than 700 electronic databases, 60,000 electronic journal titles,

and 815,000 electronic books, as well as locally developed digital content. About 20-25% of them are directly relevant to region covered by the Center. In 2012-13, IU was one of the top national lenders in the Interlibrary Loan program (38,365 lent and 37,987 borrowed). The IU Library is a member of the Center for Research Libraries and participates in a project to microfilm historical and cultural sources of IAUNRC region. Responding to access needs of smaller colleges, a web portal with region specific resources for MSI and CC librarians will be developed in collaboration with IU Libraries. Y1 will be devoted to developing the portal and to populating it with the basic resources for each region. The website will be expanded to include research guides, web-archives, and other content in Y2-Y3. (CPP1) (B:1.D.2)

6. Staff Resources

6.A.1: Qualifications of Teaching Faculty and Professional Staff. This section provides a broad overview of the qualifications of Center staff and faculty; the attached bios offer more detailed information. Director Edward Lazzerini (PhD in History) oversees Center activities and represents IAUNRC both within and outside the university. A specialist in Turkic history, Lazzerini has many years of experience with academic program development and administration. Kasia Rydel-Johnston (MAs in German and Swedish), Center's AD since 2001, administers all IAUNRC projects, serves as FLAS and outreach coordinator, and supervises the rest of the staff— 2 administrative secretaries and 3 GAs.

Center faculty, who are involved in the full range of instructional, research, and outreach activities, are prominent specialists in their respective fields as well as experienced teachers. Except for AIs, all regular faculty hold doctorates, many from the world's most prestigious universities. They have authored numerous scholarly works and received awards from such organizations as the MacArthur, Guggenheim, National Research Foundation, IREX, the

National Council for Soviet and East European Research, NEH, the American Council of Learned Societies, Fulbright-Hays, the Social Sciences Research Council, the Kennan Institute, and the Woodrow Wilson Center. IAUNRC faculty also have rich practical experience as consultants for government, non-government, and private organizations. Regular faculty are complemented by highly qualified visiting professors and AIs.

6.A.2: Professional Development Opportunities. IU faculty enjoy many opportunities for professional development. Tenured faculty are entitled to a paid semester for research every seventh year; untenured faculty in tenure-track positions receive similar leave prior to tenure review. COAS and the professional schools offer faculty support for a professional development trip every year, and OVPIA grants facilitate attendance at conferences abroad. Faculty may also participate in exchange programs organized through OVPIA. IAUNRC travel funds complement the above programs (■■■■■). These and other sources of funding permit our faculty to travel regularly to their areas of expertise (often for prolonged stays) and to conduct ongoing research and present papers in their regions of specialization. A significant number of faculty receive annual research accounts that support their scholarship and projects

6.A.3: Commitment to Students. Attached CVs indicate IAUS faculty responsibility for teaching, supervising, and advising. Most faculty spend half to two-thirds of their time teaching and advising students. In addition to typically teaching 2 (non-language) or 3 (language) courses each semester, faculty hold office hours twice a week to meet with students. Many non-language faculty conduct directed readings to allow individual students to pursue their particular research interests. Language faculty organize language tables and other extracurricular opportunities for students to apply their language learning. Faculty serve as mentors and members of advisory and research committees supervising the progress of individual graduate students (See 2.B.1).

6.B.1: Program Oversight. The Center operates under bylaws and policies as revised in May 2013, with the Director and AD are responsible for day-to-day activities and policy implementation with the Director reporting to the Executive Dean of COAS. The AD has responsibility for all budgetary matters, quarterly and annual reporting associated with Title VI funding and FLAS awards, and outreach, including working with CEEP to evaluate Center activities and identify measurable outcomes.

An Advisory Board provides support to the Director and AD, input in setting directions for the Center, and advice on potential projects, partnerships, and grant opportunities. The Board includes 12 members with diverse experience drawn from academic units, professional schools, the library system, and at least one IU branch campus. Members serve for two-year terms, on a staggered basis. The Board convenes twice annually, in mid-September and mid-April, to advise on matters of policy and to help guide and evaluate Center projects. In addition, ad hoc subcommittees meet as needed. During the spring semester, the Board assists the Director and AD in reading and ranking AY FLAS applications. It also advises the Executive Dean of COAS on the selection of a Director. A number of emeritus faculty, such as renowned scholars Basgoz, Bayerle, Bregel, Fierman, Glassie, and Goetze, provide ad hoc advice to the Director as needed.

6.B.2: Adequacy of Staff Resources. Besides the director, assistant director, and a part-time fiscal officer, the IAUNRC staff includes 2 full-time administrative secretaries, shared by 3 centers, and 3 Graduate Assistants. The GAs help with outreach, video conferences, presentation design, the website and social media, the biannual newsletter, podcasts, and administrative tasks such as database management. Two and one-half stipends are requested for the next T6 cycle (1.B6, C1, D1). In the summer semesters we employ an hourly summer graduate assistant (). The IAUNRC director, assistant director, and GAs meet weekly to discuss center

activities. As part of the responsibilities required of all FLAS awardees, the Center expects each to contribute to outreach activities at least once a semester.

6.C: Non-Discriminatory Employment. IU's Office of Affirmative Action (OAA) ensures compliance with all federal, state, and local regulations for hiring faculty and staff. It works to eliminate inequality and discrimination, to foster a climate of tolerance and inclusiveness, and to provide opportunities for full participation in university life. IU then recruits, hires, and promotes *all* persons according to individual qualifications. Discrimination based on such categories as age, color, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, or veteran status is prohibited. IAUS hiring strictly honors these guidelines. OAA's efforts to increase diversity are supplemented by other programs and advocacy offices, such as the Faculty Recruitment and Retention Program, which funds positions created for outstanding qualified junior- or senior-level minority and senior-level women candidates. Moreover, IU adheres to the requirements of the Americans with Disabilities Act, making reasonable accommodations to eliminate discrimination in the hiring of persons with disabilities.

7. Outreach

Outreach covers a broad spectrum of activities that promote education and awareness of the peoples, cultures, languages, and perspectives of the IAU region at every level of education, as well as to business, media, and the general public. In the coming 4 years IAUNRC will continue to foster understanding and knowledge of Central Eurasia through: pre- and in-service teacher training, collaboration with faculty from Minority Serving Institutions and Community Colleges, student workshops, the development of IAUS curricula tools, and continued outreach throughout Indiana. We will strengthen the quality of our outreach through collaboration with SoE to enhance professional development opportunities for educators and their access to classroom

materials and the center's regional expertise. As in the past, we will rely on our affiliated faculty, graduate students, and visiting scholars to accomplish these goals. The new projects and activities are presented in section 8, 9 and in our three Program Goal Statements.

7.A.1: Elementary and Secondary Schools. IAUNRC addresses the **absolute priority**

through: a) presentations at professional development workshops, b) curriculum development, c) live and virtual visits to schools, and d) presence at regional and national teacher conferences

Since 2006, 29 workshops have provided 547 middle and high social studies teachers with IAUS content, teaching strategies, and lesson plans. Evaluation surveys show that 71% of participants have incorporated new content into their curriculum. The highly successful annual 2-week National Kodály Summer Institute for K-12 music teachers, supported by IAUNRC since 2003, introduces participants to Hungarian folk tradition and music- (B:8.A.5). K-12 outreach also includes classroom visits, video conferences, and the development of teaching materials that focus on cultural, historical, and language-based aspects of our region, tailored to state education standards and grade levels. Lesson plans, Center media, and lendable artifacts are available through the IAUNRC's website for teacher use. We will create new comprehensive materials that target state mandated skills, like reading comprehension, while introducing students to Central Eurasia. An online repository of lesson plans will be available to teachers in August 2014 and will be continually replenished in the next cycle – (B:8.A.5). Classroom visits and video conferences cover customizable IAU themed math, science, history, music, and cultural presentations. IAUNRC provides national videoconferencing for students in standard, honors, and special education classes. In the current year, IAUNRC averaged 2 video programs every week, reaching 1448 students in schools from Alaska to Georgia. In the same year over 2300 students participated in local outreach through classroom presentations, student workshops, and

cultural activities. More than 1,000 4th-graders from surrounding counties participate in the annual International Lotus Blossoms Festival, where IAUNRC organizes cultural activities and students meet visitors from our region – (B:8.E.3). IAUNRC is a partner in Bridges: Children, Languages, World, a project that provides PreK-8 language instruction at the local public library and other public venues. In the last four years IAUNRC offered instruction in Turkish, Mongolian, and Dari. We will also explore a possibility of introducing Silk Road Language classes for general public to learn IAU LCTLs as part of IU's Life Long Learning Program

7.A.2: Post-Secondary Institutions. Outreach to post-secondary institutions takes many forms including: expanding IAUS course offerings to outside institutions, supporting IAUS curriculum development, and promoting IAUS research through the support of numerous conferences.

The sharing of IU language-teaching resources such as SLW, DL instruction and IAU online courses created large enrollment rates of students from outside institutions, and in the new cycle will expand further to include MSIs and CCs. Through participation in the successful “Internationalization Collaborative Across Bloomington,” IAUNRC helped faculty from Ivy Tech CC redesign existing courses, such as “Introduction to Ethics,” “Marketing,” “Hospitality,” and “Intro to Dance Studies,” to include IAU component. IAUNRC supported curriculum development, which resulted in the creation of two new undergraduate courses: “Central Eurasian Politics” and “Reporting Central Asia: Tools for covering the ‘Stans’ from Afar” (for School of Journalism) will be offered in 2015.

In the current cycle, IAUNRC has supported numerous conferences, symposia, workshops, and lectures to promote IAUS research. Such support has included a panel on transition economies of Central Asia at the 11th Public Economic Theory Conference; co-hosting the 2012 annual gathering of the Central Eurasian Studies Society and presenting a key note speaker (Assistant

Secretary of State, Robert Blake), an opening panel, and a cultural program). Additional support has covered a wide array of conferences including the annual Roundtable on Post-Communism, Framing the Global Conference, Islam, Political Islam, and Islamophobia, Romani Studies in the Digital Age, Feminism and Authoritarianism in the Middle East, Religion and Political Culture in the Orthodox and Islamic Worlds, Caucasus Connections Conference, and Afghanistan Workshop. Of critical importance in the Center's scholastic support, are the graduate student conferences and scholarly gatherings that encourage students' development of regional and language expertise. In the next T6c we will again support conferences such as: the Association of Central Eurasian Students (ACES), the annual International Public Affairs Association (IPAA) conference at SPEA, and the Midwestern Regional Conference of the Comparative International Education Society (MCIES) for doctoral students from SoE – (B:8.E.6,7 &8.A.3) IAUNRC has also sponsored numerous public lectures in the past cycle by IU faculty and visitors as well as events arranged by student organizations associated with our region (ACES, the Hungarian Cultural Association, the Baltic and Finnish Studies Association, and the Central Asian "Novruz" Association), with over 1,500 in audience participation each year. Our post-secondary outreach will continue to include support for ConCall (see 4.), Mapping the Landscape of Islamic Studies, the annual conferences of Hungarian, Mongolian, and Central Eurasian studies, as well as many other smaller conferences, symposia, workshops, and lectures.

7.A.3: Media, Business, and General Public. Because of the nature of political institutions and practices in most of Central Eurasia, many business consumers requiring IAUS expertise are closely linked to government. IAUNRC and our faculty provide rare language resources both to federal agencies, contractors, as well as the general public. Faculty, students, and visiting scholars frequently deliver presentations at a wide variety of venues, including schools, libraries,

youth and professional organizations, and retirement homes. IANRC sponsors numerous public cultural events, including exhibits, film series, and concerts that are frequently filmed and broadcast on WTIU—Indiana PBS station.

Faculty frequently serve as experts for the media by responding to queries and giving interviews to, e.g., *National Geographic*, *Boston Globe*, *The New York Times*, *Washington Post*, *The Atlantic*, *Wall Street Journal*, BBC, History and Discovery Channels, NPR, and local outlets. They advise government and public agencies (e.g., The World Bank, USAID, Department of State, CIA, US Broadcasting Board of Governors, and the Schultz National Foreign Affairs Training Center), work with immigration courts, and brief US ambassadors and ambassadors-designate.

IANRC faculty continue to serve on national advisory and selection committees (e.g., IREX, SSRC, ACLS, OSI, ACTR/ACCELS, Fulbright-Hays, NCEEER, and NEH), and on the editorial boards of various periodicals, including *Nationalities Papers*, *Mongolian Studies*, *Journal of Baltic Studies*, *Journal of Asian History*, *Islamic Studies Journal*, *Central Asian Survey*, *Journal of Eurasian Politics & Society*, and *Eurasian Studies*. Among our most popular annual outreach events are Novruz and Silk Road Bayram, each attracting an audience of no less than 300. Other popular events include Mongolian New Year and celebrations of national independence days. Although our greatest impact is in southern Indiana, we reach many more remote audiences, through our website and Facebook, and via videoconferencing (e.g., senior citizen centers and libraries nationwide). IANRC produces a number of podcasts, available on our web site, from lectures presented at IU. Our biannual newsletter online publicizes activities of our Center and its affiliates. Since the creation of a new website in 2011, which has been ranked highly in terms of accessibility, the number of visitors to our site has greatly increased. We share news through

Facebook page and create a conversation between American social media users and others from around the world. For the convenience of borrowers our website has an online searchable database with images of artifacts and materials, and a real-time catalog. In collaboration with our partner institutions in Kazan, Tatarstan, IAUNRC has been producing electronic multimedia books under the general title “Tatar Cultural Heritage,” covering topics including history, religion, education folk traditions, music, dance, architecture, and visual arts. Another new product is a CD “Sing around Turkey” that presents folk songs from major geographical and cultural regions of Turkey.

All IAUNRC outreach activities are evaluated by an independent evaluator annually. We provide the evaluator with lists on activities and immense lists of participant contacts. The teacher development workshops are evaluated separately.

Many of our outreach activities are a result of collaboration between NRCs and various IU departments. Outreach coordinators for these units form an International Outreach Council (IOC). A part time assistant works as a liaison for such joint projects like cultural programming for local retirement communities, IU’s international presence at conferences for educators or our local Lotus Blossoms Festival. We will support the IOC assistant in the new cycle - (██████). New outreach projects and initiatives are described below in section 8.

8. Program Planning and Budget.

8.A: Quality and Relevance of Activities in the New T6c.

IAUNRC will continue to exert a significant and measurable impact on individuals and institutions ranging from within the local and state communities to the nation and world. In response to the **Absolute Priority** we will initiate several big and often collaborative **projects designed to enhance teacher preparation** and thereby prepare globally aware students.

IAUNRC will: 1) Provide professional development workshops in Indiana school districts through Indiana State Internationalization Plan (ISIP) (██████████); 2) Deliver IAUS-focused programming and materials for pre-service teachers in SoE (B:1.C.3&8.C.5); 3) Present an IAU Themester Prep Workshop for faculty at Ivy Tech CC (██████████) and thematic workshops for faculty at other CCs and MSIs; 4) Organize a workshop for pre and in-service teachers as part of the 2014 Midwestern Regional Conference of the Comparative International Education Society (██████████); and 5) Arrange professional development workshops for language instructors to develop and refine goals and methods for IAU LCTL instruction (██████████). Each of our Goals includes activities that directly respond to the absolute priority (see PGS 1-3)

In response to **Competitive Preference Priority 1** we will launch a major initiative entitled **Outreach America** (detailed in the **Goal 2: Expand Outreach for Area Expertise and LCTL Instruction to Minority Serving Institutions and Community Colleges**) that will create an innovative, integrated, and sustainable set of partnerships with MSIs and CCs based in mutual respect and reciprocity – (██████████). We will provide new opportunities for faculty and students at partner institutions to enhance their knowledge of IAUS. We have identified individuals at 8 partner institutions—Bennett College, Morehouse College, Morgan State U, Claflin U, Indiana State U, Eastern Kentucky U, St. Louis CC, and Philander Smith College—to serve as liaisons as we develop a flexible toolbox of mutually beneficial activities. Our liaisons have indicated that the most effective and desirable activities will (1) Support curriculum development through creation of a full range of instructional materials from content modules to contextualized coverage of current events in digital format, podcasts of content-based interviews with regional experts, region-specific reading lists and unit plans, and visits of IU faculty to our partner institutions for a combination of content presentations, meetings with students, and discussions

with faculty and administrators about best practices for enhancing faculty development. We will support representatives from our partner institutions to participate in the Institute for Curriculum and Campus Internationalization (ICCI) each year from 2015-2018; (2) Support faculty development by establishing paired relationships between specific IU and partner faculty, inviting partner scholars to share their research at IU as participants in the CEUS Colloquium, and arranging for access to IU's library resources; and (3) Increase access to IAU LCTL instruction by (a) developing DL opportunities for our LCTLs (Turkish/Persian), (b) providing online facilitated courses in Dari and Pashto to Norfolk State University and NOVA CC, and (c) creating in Y3 a funding source for a summer scholarship to be awarded for introductory language training at SLW to an MSI/CC undergraduate, followed by an opportunity for the same student to be eligible for a FLAS award to enroll in the LCTL at the intermediate level in summer of Y4. We will also work with the Ivy Tech's Global Studies Committee to design an IAU Themester. In one semester, IAUNRC will lead a 3-hour content/pedagogy workshop for members of CC faculty to be followed by a number of activities (including an international student panel, a film festival, and a photographic exhibit) that will be integrated into courses – (B:8.C.2). IAUNRC will support ICCI which in the next T6 cycle will be oriented toward faculty and administrators of MSIs and CCs - (B:8.E.5) In collaboration with Russian and East European NRCs, we will establish a Course Development Stipend (CDS) for faculty at CCs and MSIs. CDS will support the design of a new course or a major course redesign if 25% of the proposed course's content will focus on our region. Materials developed, e.g., syllabi, modules, assignments, or assessments will be shared at the end of the funding period and uploaded on a publicly accessible website (B:8.C.2).

Competitive Preference Priority 2 is addressed throughout Program Goals 1 and 3,

IAUNRC will collaborate with SoE and other IU units on a number of projects that also have the benefit of responding to the absolute priority. As part of the project **Internationalizing K-12 Education: Indiana and Beyond**, IAUNRC will work with an SoE faculty member (sponsored jointly by SGIS and SoE) to develop a long-term strategy for internationalizing SoE (programs, degrees, international connections; see PGS 1) as well as represent SoE in the efforts of the **Indiana State Internationalization Plan (ISIP)**. A jointly funded (B:8.C.4) postdoctoral fellow will assist the faculty member with the projects within SoE and also work as coordinator and facilitator of our teacher-development workshops in alignment with community and district goals for ISIP. In Y1, IAUNRC will participate in a workshop held in Kokomo, IN, one of ISIP's pilot areas. In Y2-4, targeted professional development opportunities will extend to school districts in Bloomington, Columbus, and South Bend, IN. To reach underserved areas with 25-50% minority populations, we will provide professional development sessions each semester in areas outside the ISIP internationalization nodes.

In the next T6c IAUNRC will develop a country module focused on Turkey for IU and external participants of the SoE's Global Gateways program for pre-service teachers – (B:8.C.4). The module will include non-language (geography, politics, people, culture, and customs) as well as language content. Drawing on a successful model prototyped in a 2011 KSB course that included short-term travel to Hungary, we will engage graduate students from area studies, SoE, and KSB to produce country modules intended for both K-12 classroom settings and independent study for individuals like business professionals with interests abroad – (B:8.C.3). An SoE professor and a doctoral student will develop an assessment tool for Exploratory World-Language Learners of our language program: Bridges: Children, Languages, World Bridges – (B:8.B.4).

To fulfill our Goal 1: **Increase Prominence of Critical Areas and Languages Through**

Curriculum Internationalization and Goal 3: Strengthen IAUNRC Critical LCTLs

Teaching and Learning by taking advantage of both IU's extraordinary nexus of 7 units focused on IAUS and collaboration with other area studies centers and programs, we will engage in several projects that support the preparation and development of scholars with exceptional levels of IAUS knowledge. Examples of such projects (PGS 1 and 3 list all relevant activities) include among others: (1) **Critical Area Studies in the Global Era (CASGE)**: cooperation with other NRCs in a comprehensive effort involving faculty and graduate students to reframe our professional focus. CASGE will found and sustain a mentoring program for IU graduate students with active faculty participation. It will include a local (Y1) and national (Y3) conferences as well as IAUNRC specific mini-conference – (B:8.D.2); (2) **Area Studies Librarianship**: a course to develop in library science majors the unique skills necessary for a career in this particular sub-field – (B:8.D.4); (3) **Russia and China in the World**: a Y3 workshop focusing on the two re-emerging global powers and their relations with and often competing interests in Central Asia – (B:8.D.4); (4) **Development and Sustainability Symposium** (Y2 and 4): in partnership with IU professional schools IAUNRC will bring area experts on sustainability and development as related to specific interests of the school – (B:8.E.8) (5) **In collaboration** with IU's Office of Diversity, Equity, and Multicultural Affairs IAUNRC will provide a **Summer Abroad Experience (Turkey, Tatarstan or Hungary)** for a group of 15 undergraduate students. An IAUS faculty member will develop and teach an 8-week course in spring and accompany the students on the trip abroad. The course will incorporate basic language training – (B:8.E.8); and (6) **Silk Road Language** classes for general public participants to explore IAUS LCTLs as part of IU's Life Long Learning Program.

Finally, the Indiana Statewide Internationalization Plan will involve a host of activities aimed at

building an infrastructure for internationalization of K-18 institutions, public, business and media in the state of Indiana – (B:8.D.1)

IAUNRC plans to support multiple national and international conferences (B:8.E.1-12)

8.B.: Effective Use of Resources and Personnel. The Center will utilize a wide range of resources and personnel to achieve each of its objectives. In many cases, we will combine our resources with those of CeLCAR, other NRCs, the IU SoE, and other complementary institutions at IU and beyond. Our cooperative linkages include our own Central Asian Language Consortium for SWSEEL, BALSSI, ECPT, NISSS, Proficiency Testing Project, and IU joint outreach programs, particularly with MSIs. We will also continue to draw upon visiting scholars and students from Central Eurasia as well as IAUNRC graduate students for outreach and materials development.

8.C: Reasonable Costs. By extensively combining its resources with those of other T6 centers at IU and elsewhere, IAUNRC is able to meet one of the long-standing concerns of DoE: to collaborate among T6 centers so as to maximize funding and ensure that ambitious objectives are met in the most cost-effective manner. IU provides IAUNRC both direct and indirect support, most notably by maintaining CEUS, which is devoted almost entirely to language and non-language instruction in the Center's areas. Our numerous formal and informal exchanges of personnel and materials with institutions abroad offer valuable resources at low or no cost. The Center's activities are also frequently a catalyst, stimulating no- or low-cost benefits to the study of Central Eurasia at IU. State-of-the-art technology enables us to bring rich and attractively packaged content to larger and more distant audiences without the cost of travel. Each of our efforts creates products that will be accessible at minimal cost long after the projects themselves come to an end.

8.D: Long-Term Impact on Training Programs. Over the next 4 years, T6 support will enable IAUNRC to make major and lasting contributions to the constituencies identified above. It will allow us to continue to prepare specialists, provide a regional studies dimension to training across and beyond the university, and attract new stakeholders to IAUS. With sustainability as a major objective, we have designed our projects to become less and less dependent on federal funding as constituencies gradually realize the value of these efforts and take them on as their own. Whether focused on undergraduates, in- and pre-service teachers, or faculty and students at IU, MSIs, or CCs, our aim is to raise awareness of our region and its vital role in relationship to U.S. national interests regionally and globally. T6 support for IAUS enables us to leverage funds from IU and beyond for continued development of the Center's training and other programs. IAUNRC's major outside grants over the past decade (NSEP, Title VIII, Turkish Flagship) are testimony to the catalytic effect of T6.

9. Impact and Evaluation

9.A: Impact of Program Shown by Objective Indices. Over the past three decades IAUNRC has exerted a highly measurable impact on individuals and institutions ranging from the local community to the nation and significant parts of the world. The growing importance of our region has created a greater need in both the public and private sectors for trained specialists with the expertise our Center provides. IAUNRC plays a key role at the university level. In 2013-14, the Center's 251 courses enrolled 8,148 undergraduate and 801 graduate students (see Course List). CEUS remains the most important focus for IAUS, but the impact of Center activities extends to many other departments and schools.

Video-conferencing—1,535 general public, 1305 students, and 75 educators in Fall 2013 only—attest the extent of our outreach. Based upon post-event surveys our outreach efforts have been

very well received. Our website and Facebook have become increasingly popular. IAUNRC's educational materials are attracting inquiries from institutions and individuals. Other information on impact is provided throughout this application, especially in Sections 4, 7, and (for placement data) 9.D.

9.B: Equality of Access and Treatment. IU's Office of the Associate Vice Chancellor for Academic Affairs coordinates numerous programs assuring minority equality and access. It is supported in its efforts by the Minority Achievers Program, Minority Student Recruiting (admissions), Groups Program (to promote retention), FASE Program (structured mentoring), and the Office of Diversity, Equity, and Multicultural Affairs. IU Disability Roundtable sponsors a monthly series to educate the university community about accessibility issues and methodologies to create a fully inclusive environment. IAUNRC strives to provide equal access and treatment to all groups within and outside the IU community. The Center widely publicizes its programs and activities, attracting diverse audiences. Over the last cycle, women and other traditionally underrepresented groups have comprised approximately half of CEUS graduate students and IAUNRC FLAS recipients. Our collaborative social studies workshops explicitly target teachers in minority and disadvantaged communities. SLW has frequently made special arrangements for participants with learning (e.g., special tutorials) and physical (e.g., housing, transportation, or diet) disabilities. We regularly present programs to the growing local retirement community, including Stonebelt, a facility for mentally disabled retirees.

9.C. Evaluation Plan The external evaluation of IAUNRC will be conducted by the Center for Evaluation & Education Policy (CEEP), a nationally recognized and fully self-funded independent, non-profit external evaluator with over \$12 million annually in research expenditures. CEEP's portfolio includes extensive experience conducting external evaluations of

programs funded by the U.S. Department of Education (ED), the U.S. Department of State, National Science Foundation and NATO as well as technical assistance for the Office of Management and Budget, and the Office of Innovation and Improvement (ED). CEEP also has extensive experience developing and implementing external evaluations of National Resource Centers and Area Studies programs and has served as an external evaluator or provided technical assistance for twenty NRCs and Area Studies Programs across four universities (IU, Georgetown, Harvard and Columbia). The CEEP Project Director for this evaluation has served as an Advisory Board member to the USDOE postsecondary office providing consultation on a survey administered to students who have completed FLAS programs. CEEP's experience with IU's NRCs in the past eight years will provide a strong foundation for the proposed external evaluation and will allow us to continue to efficiently and effectively use the evaluation results to both improve the quality of ongoing activities and to measure impact. IAUNRC is collaboration with other IU NRCs and Area Studies programs in using CEEP for the external evaluation and to sharing the costs of the evaluation, enabling CEEP to efficiently gather high-quality impact data across centers.

Evaluation Components. The four-year independent evaluation conducted by CEEP will include comprehensive formative and summative evaluation of IAUNRC activities and NRC collaborative efforts. The evaluation specifically focuses on measuring the extent to which the IAUNRC successfully meets the three established goals (corresponding to the T6 priorities): Increase prominence of critical areas and languages through curriculum internationalization (K-18) (AP, CPP 1, CPP 2); expand outreach for area expertise and LCTL instruction to MSIs and CCs (AP, CPP 1); and, strengthen IAUNRC critical LCTLs teaching and learning (AP, CPP1, CPP 2, FCPP1, FCPP2). As evidenced in Table 4 below, CEEP worked closely and

collaboratively with IAUNRC to develop meaningful and specific objectives (referred to as *performance measures* for the purposes of this proposal) linked to each of these three goals; and to develop project-specific, and quantifiable, outcome measures (referred to as *indicators* for the purposes of this proposal) to assess progress towards goals. Similar information plus corresponding activities are included in Appendix 4 on the required Performance Measure Form (PMF). However, the table below also indicates the types and sources of data, and the frequency of data collection.

TABLE 4 Key to Priorities		Project Goals	
		Absolute Priority: Teacher Training Activities	AP
NRC Competitive Preference Priority 1: Collaborative activities with Minority-Serving Institutions (MSIs) or Community Colleges	CPP 1	FLAS Competitive Preference Priority 1: Fellowship award preference to students with financial need	F CP P1
NRC Competitive Preference Priority 2: Collaborative activities on or off the NRC campus	CPP 2	FLAS Competitive Preference Priority 2: 25% or more academic year FLAS fellowships in U.S. DoE LCTLs	F CP P2
NRC Invitational Priority: Linkages with overseas educational institutions	NI	FLAS Invitational Priority: Academic year fellowships in priority languages used in sub-Saharan Africa, South Asia, and Southeast Asia	FIP
Project Goal #1: Increase Prominence of Critical Areas and Languages through Curriculum Internationalization (K-18) (AP, CPP 1, CPP 2)			
Performance Measures	Indicators	Timeline	Method
A) Increase student's participation in, and use of, IAU content learned through courses, conferences and study abroad opportunities by 10% annually.	<ul style="list-style-type: none"> Number of students participating in targeted IUA courses. Number of students that report getting AI-ships after taking the course Percentage of students participating in targeted IUA courses, conferences and study abroad who report that they have used IUA content in their studies and/or career Number of students from underrepresented groups studying abroad Percentage of underrepresented students who participated in study abroad who report integrating their experience or knowledge into their academic program. 	Annually Annually Annually Annually Annually	Program records Program records Grand survey Program records Grand survey
B) Increase use of IAUS instructional materials and content by postsecondary	<ul style="list-style-type: none"> Percent of participants who indicate that they have utilized resources available on the public website (by category/population: SoE pre-service/K-12 in-service/Faculty/Ivy Tech/Library students) 	Annually	Outreach Survey

faculty, K-12 teachers and pre-service teachers by 10% per year	<ul style="list-style-type: none"> • Percent of faculty at partnering institutions who report integrating international and global perspectives and outcomes into courses 	Annually	Outreach survey
	<ul style="list-style-type: none"> • Percentage of pre-service teachers who report utilizing area studies course content in their student teaching. 	Annually	Participant survey
	<ul style="list-style-type: none"> • Number of Global Gateway modules creates • Number of MSI and/or CC librarians who access resources 	Annually Annually	Program records Program records
	<ul style="list-style-type: none"> • Percent of K-12 teachers who report utilizing IAUS instructional materials and content in their teaching. 	Annually	Outreach survey
C) Increase key stakeholders' understanding and use of Inner Asian and Uralic Studies and language learning via collaborative activities/efforts by 10% annually.	<ul style="list-style-type: none"> • Number of different organizations/entities partnering in the International Education Consortium for the State of Indiana 	Annually	Program records
	<ul style="list-style-type: none"> • Number of different organizations/entities participating in at least one outreach or collaborative activity 	Annually	Program records
	<ul style="list-style-type: none"> • Percentage of organizations/entities regularly participating in the International Education Consortium will "agree" or "strongly agree" that the Consortium is strengthening state-level collaboration and networking for internationalized learning 	Annually	Outreach survey
	<ul style="list-style-type: none"> • Number of IU students completing licensure addition/certification/joint degrees in area studies 	Annually	Registrar
	<ul style="list-style-type: none"> • Percentage of participating preK-16 teachers who report integrating international and global perspectives in their teaching 	Annually	Outreach survey
	<ul style="list-style-type: none"> • Percentage of K-16 instructors who indicate that as a result of participating in workshop activities they have an increased understanding of area/international studies 	Annually	Outreach survey
	<ul style="list-style-type: none"> • Number of students and faculty participating in global learning activities/workshops. 	Annually	Program records
	<ul style="list-style-type: none"> • Percentage of student and faculty participants reporting a collaborative activity as a result of global learning workshop/activity. 	Annually	Participant survey
	<ul style="list-style-type: none"> • Percentage of participating Ivy Teach Community College faculty who report utilizing interdisciplinary and global perspectives in their teaching 	Annually	Outreach survey
	Project Goal #2: Expand Outreach for Area Expertise and LCTL Instruction to Minority Serving Institutions and Community Colleges (CPP 1)		
Performance Measures	Indicators	Timeline	Method
A) Increase opportunities for collaboration among students and faculty at MSI and community colleges with traditional institutions of higher	<ul style="list-style-type: none"> • Number of MSIs and CCs who join IAUNRC collaboration projects 	Annually	Program records
	<ul style="list-style-type: none"> • Number of video conferences delivered to MSIs and CCs 	Annually	Program records
	<ul style="list-style-type: none"> • Percent of campus exchanges fostered by Outreach America (MSI/CC guest speakers at CEUS 	Annually	Program records

education by 10% annually.	Colloquium, IU faculty visiting research talks, and yearly faculty development workshops) between IU and MSI and CC faculty <ul style="list-style-type: none"> • Number of interviews uploaded to website • Number of website hits and download rates for course materials 	Annually Annually	Program Records Website metrics
B) Increase by 10% annually the numbers of faculty and students participating in IAUS opportunities at minority serving institutions and community colleges.	<ul style="list-style-type: none"> • Numbers of faculty participating in IUAS opportunities from minority serving institutions and community colleges • Numbers of students participating in IAUS courses and/or other targeted opportunities from minority serving institutions and community colleges • Percent of faculty at participating MSIs and who report integrating IAUS perspectives and outcomes into courses. 	Annually Annually Annually	Program records Program records Outreach Survey
C) Increase MSI and CC students' knowledge and use of the IAUNRC's critical LCTLs by 10% annually	<ul style="list-style-type: none"> • Number of students at MSI/CC enrolling in introductory critical LCTL courses • Percentage of MSI/CC students who report increased knowledge of critical LCTLs • Percentage of MSI/CC students who report integrating their LCTL knowledge into their academic programs. 	Annually Annually Annually	Program records Participant survey Participant survey
Project Goal #3: Strengthen IAUNRC Critical LCTLs Teaching and Learning (AP, CPP 2, F1, F2)			
Performance Measures	Indicators	Timeline	Method
A) Increase LCTL instructors' use of standards and standards-based assessments by 10% annually	<ul style="list-style-type: none"> • Number of participants in pedagogical training for LCTL instruction and assessment. • Percentage of participants' who report use of innovative LCTL instructional methods as a result of training. • Percentage of (target group) reporting use of innovative LCTL assessments. 	Annually Annually Annually	Program records Outreach survey Outreach survey
B) Increase by 5% annually postsecondary students' participation and proficiency in LCTL languages	<ul style="list-style-type: none"> • Numbers of students enrolling in LCTL foreign language training • Percentage of participating students who increase proficiency on LCTLs test by graduation. • Percent of students who report using the language studied for pursuit of graduate studies or employment 	Annually Annually Annually	Program records Program records Grand survey
C) Award fellowships to undergraduate students, graduate students, or both, to students who demonstrate financial need as indicated by the students' expected family contribution, as	<ul style="list-style-type: none"> • Number of FLAS fellowships awarded to undergraduate students who demonstrate financial need • Number of FLAS fellowships awarded to graduate students who demonstrate financial need 	Annually Annually	Program records Program records

determined under part F of title IV of the HEA			
D) Award 25% or more of academic year FLAS fellowships in priority languages.	<ul style="list-style-type: none"> • Percentage of FLAS awards for Dari and Pashto 	Annually	Program records
E) Increase the number of intermediate or advanced level language courses in the priority and/or LCTLs during the course of the grant (GPRA)	<ul style="list-style-type: none"> • Number of intermediate level courses in priority and/or LCTLs • Number of advanced level courses in priority and/or LCTLs 	Annually Annually	Program records Program records
F) Increase the number of certificate, minor, or major degree programs in the priority and/or LCTLs, area studies, or international studies during the course of the 4-year grant period. (GPRA)	<ul style="list-style-type: none"> • Number of certificate minor or major degree programs in priority and/or LCTLs, area studies, international studies during the course of the 4 year period. 	Annually	Program records
G) Increase percentage of FLAS graduated fellows who secured employment that utilizes their foreign language and area studies skills within 8 years after graduation based on FLAS tracking survey. (GPRA)	<ul style="list-style-type: none"> • Percent of FLAS graduated fellows who secured employment that utilizes their foreign language and area studies skills within 8 years after graduation based on FLAS tracking survey and center Grand survey 	Annually	FLAS tracking survey/ Center Grand Survey
H) Increase percentage of FLAS master's and doctoral graduates who studied priority languages as defined by the Secretary of Education. (GPRA)	<ul style="list-style-type: none"> • Numbers of students enrolled in supported language course instruction. • Percentage of enrolled students who participate in LCTL FLAS Fellowships 	Annually Annually	Program records Program records
I) Increase percentage of FLAS fellows who increased their foreign language reading, writing, and/or listening/speaking scores by at least one proficiency level.(GPRA)	<ul style="list-style-type: none"> • Percent of FLAS recipients who increase their foreign language reading, writing, and/or listening/speaking scores by at least one proficiency level. 	Annually	Language Proficiency Test Scores

J) Increase by 10% annually opportunities for the general public including businesses and the media to participate in LCTL learning events.	<ul style="list-style-type: none"> • Numbers of participants in LCTL training. • Percentage of parents reporting that their children who participated in LCTL learning events had an increase in interest in LCTLs. • Number of business/media participants in cross-cultural training activities • Percent of participants will report that they have utilized instructional materials. 	Annually	Program records
		Annually	Outreach Survey
		Annually	Program records
		Annually	Outreach survey

Formative Evaluation: The first half of the project will focus on evaluating the extent to which new or redesigned programs/activities are being implemented as intended and accomplishing their stated need. The resulting feedback will allow for continuous improvement to help ensure that program goals are met. In year three, the evaluation focus will shift to impact; however, outcome data will also be collected in years 1-2.

Summative Evaluation: Evaluation in years 3-4 will primarily analyze the outcomes of our activities/programs. For example, CEEP will measure the extent to which the Center has impacted students, teachers, faculty, and the community. To accomplish this, CEEP will follow up with former participants, including those from K-12 schools, community colleges, businesses and the media. An annual online “Outreach Survey” will be administered to determine the extent to which IAUNRC has impacted participants’ teaching, career, research, studies, and language use. An annual “Grand Survey” will be administered to all academic program affiliates of the center. In order to measure long-term outcomes, CEEP will maintain and regularly update a database housing participation records and contact information.

Grand Survey: An annual online “Grand Survey” will be administered to all current and past students affiliated with IAUNRC including current undergraduate and graduate students, alumni, FLAS recipients, and study abroad students. The survey will determine the impact the Center has had on their current and future studies and career. Additionally we will be able to use the

data gathered on this survey to report on its participants' current status, employment, and use of cultural knowledge/language in their current studies/employment.

Collaborative Efforts: Along with their own specific activities, IAUNRC has also joined with other Indiana University T6 centers (NRCs, LRC and CIBER), departments and professional schools (SoE, SPEA, KSB, HPER and Law) to provide programs and resources for K-12 pre-service and in-service teachers, professional schools and a state community college. CEEP will evaluate these collaborations, the implementation of the activities (formative) and the impact the collaborative activities has had on participants (summative).

Evaluation Timeline and Deliverables. Baseline data on each of the evaluation questions will be collected at the beginning of the grant period. Data collection will continue annually for the summative evaluation and as needed for the formative evaluation. A formative/summative evaluation report will be submitted annually, reporting on the activities and outcomes of the preceding year, as well as any applicable longitudinal outcomes. We may request additional formative reports may be submitted in years 1-2. In year 4, a final summative report will focus on the extent to which the grant program accomplished the pre-established goals.

9.D.: Training and Placement of Specialists. The most important resource IAUNRC provides is the area specialists it trains. Since 1965, CEUS—the home department of most IAUS students—has granted a total of 211 MA and 85 PhD degrees with the production of MAs increasing markedly in recent years (e.g., 51 MAs in 2005-09). At the same time,

TABLE 5 MA and PhD Recipients in IAUS 1991-2013		
	MA s	PhD s
• Higher Education	35	43
• Further Graduate Study	63	0

IAUS, mainly in the form of language and area studies courses, has attracted an ever greater number of students pursuing degrees in other COAS departments and professional schools, a trend that can also be seen in the

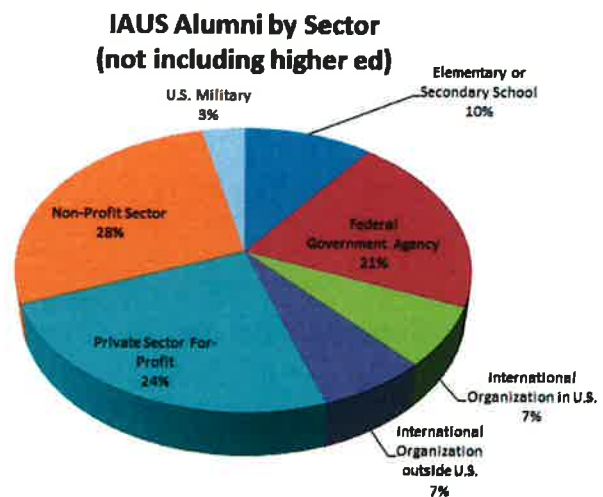
• Non-Profits & International Orgs.	15	8
• Government Service	12	1
• Language services (Non-Government)	0	3
• Private Sector	10	3
• Unknown	40	11
Total	175	69

growing number of joint and dual degrees obtained. Table 5 provides placement data on IAUS graduates since 1991. As it illustrates, the overwhelming majority of IU PhDs and a large number of MAs (many who subsequently received PhDs at IU or elsewhere) are employed in higher education.

Among this group, IAUS graduates hold faculty positions at the U of Washington, U of Pennsylvania, U of Dallas, U of British Columbia, University of Massachusetts at Dartmouth, Washington U, Miami U (Ohio), Southern Methodist U, Boğazici U, Hofstra U, Purdue U, Indiana U of Pennsylvania, Texas A&M, Wheeling Jesuit College, Rhodes College, New School, Vassar, Hamilton College, U of South Carolina, U of North Carolina at Wilmington, the Marshall Center for Security Studies, the Rose-Hulman Institute of Technology, Georgia Regents University, and elsewhere.

Three IAUNRC graduates have worked at US embassies in Uzbekistan, Azerbaijan, and Estonia, and 3 others are employed by USAID in Tajikistan, Kyrgyzstan, and Azerbaijan. Another has spent the last 3 years working in the field of

human rights for the United Nations in Central Asia. IAUNRC graduates serve as exchange program officers, interpreters and translators, and consultants to the World Bank and to



corporations with business interests in Central Eurasia. A former SWSEEL participant works in the Coordinating Office of Terrorism Preparedness and Emergency Rescue for the Centers for Disease Control and Prevention. Our recent graduates also include a Turkic language training supervisor at the Foreign Service Institute, CIA analysts, and NGO staff. Former students also hold positions of responsibility in American foundations whose work focuses on our region, such as education and development programs in Tibet.

Uzbek-English, Kazakh-English, Kyrgyz-English and Turkmen-English dictionaries have been produced by our PhDs. Another PhD is currently compiling a digital Uzbek-English dictionary. Yet another former student wrote a textbook and a CD-ROM for the study of Turkish and a Turkish-to-Azerbaijani bridge course manual.

The impact of IU-trained IAUS specialists should also be viewed from the perspective of SLW's contribution. Tracking of non-IU SLW/SWSEEL participants demonstrates that the program has played a critical role in training current faculty at many universities (including such major institutions as Stanford U, U Michigan, Cornell, and UCLA), analysts for Radio Liberty, directors for American Councils for International Education, and US embassy political and military officers. Our tracking of alumni will be greatly enhanced by biennial FLAS surveys as well as by the IU Alumni Association's enhanced tracking system to follow the career paths even of those who do not go on to complete a degree at IU. Historically, IAUS has focused on graduate training. CEUS first offered a minor in 2009 and a major in 2013, thus participants have not yet entered the job market.

9.E.1: Responsiveness to National Needs and Dissemination of Information to the Public.

By means of producing language and area specialists and focused attention on teacher training, IAUNRC meets a critical national need which is demonstrated in the preceding sections of this

proposal. The results of this training also have a broader impact through the dissemination of new knowledge about our region to the American public. The expanding scope of the Center's outreach activities and the application of the latest technology, as documented in section 7, demonstrate our commitment to informing and educating US society about our region.

9.E.2 Placement of Students and Efforts to Increase Their Numbers. See 9.D

As indicated in 2.B.3, IAUNRC will expand career development opportunities for students interested in government service with an international focus by enhancing our involvement in career-advising events at IU, which typically attract large numbers of undergraduate and graduate students.

9.F.1: Response to National Needs. All IAUNRC FLAS fellowships are awarded for LCTLs, and all but the Uralic ones are on the list of priority languages. See also 10.C.2 and 11.

9.F.2: Placement of Students. See section 9.D.

10. FLAS Awardee Selection Procedure

10.A.1: Advertisement. Beginning in October each year, in close cooperation with relevant campus units, IAUNRC announces the FLAS fellowship program through: 1) posters around campus; 2) flyers distributed to 21 departments and professional schools; 3) departmental and professional school newsletters, e-mail listservs, and the Center's website; 4) an ad in the *Indiana Daily Student* (c. 40,000 readers); 5) Facebook; and 6) a campus-wide FLAS information session. Summer FLAS opportunities are also advertised in AATSEEL and AAASS newsletters, CESS listserv, and flyers distributed at national meetings. Undergraduate students are apprised of their eligibility by their advisers. In the new cycle, faculty and undergraduate students at our partner MSIs will receive multiple announcements about eligibility for summer FLASes for IU's SLW as an important part of our response to CPP1 for both NRC and FLAS.

10.A.2: Timing of Selection Process. The AY FLAS deadline is February 1. The selection process begins in mid-February and continues into mid-March when students are notified of awards and asked to make a decision within 2 weeks, so alternates can be offered awards if necessary. IU complies with the April 15 award acceptance deadline as mandated by the Council of Graduate Schools. The summer FLAS deadline is also February 1, although late applications are accepted if funding remains or becomes available.

10.A.3: Correspondence to Announced Priorities. All IAUNRC FLAS fellowships are awarded for LCTLs, 80% of which are priority languages (FLAS CPP2). The process by which financial need (FLAS CPP1) is determined and applied is discussed in section 10.C.1. To respond to the announced FLAS invitational priority, we will stress the availability of AY or summer FLASes for the South Asian languages Pashto and Dari (FLAS IP).

10.B: Application Procedures. Applicants complete an online application—currently being completely revised—that seeks general information, past language training, proposed program of study, and career goals. Students must also submit transcripts and 3 letters of reference, at least one of which addresses the candidate's ability to learn a foreign language. Starting in 2015 graduate students will have opportunity to indicate their financial need by submitting a FAFSA form. Undergraduates may apply for FLAS awards at the intermediate and higher levels.

10.C.1: Selection Committee, Process and Criteria. The process for determining academic-year FLAS awards begins with a review of all applications, by the Director to identify the top 50% based on clear merit. Those applications are then distributed to the 12 members of the IAUNRC interdisciplinary Advisory Board in three random batches, with each batch of about 10 applications assigned to 4 board members for review and ranking strictly on merit in descending order. The merit determining factors include grade-point averages, GRE scores, quality of

institution, undergraduate major, quality of recommendations, quality of statement of purpose, and professional goals. The Center's Assistant Director works with the Director to compile the delivered rankings and identify the top 20. In keeping with FLAS CPP1, the next phase of evaluation refers to the information from FAFSA forms provided to us by IU Student Financial Services. The rankings will then be adjusted to include the financial need factor and to elevate qualifying applicants to higher levels in relationship to those of equal merit.

Financial need will be prioritized for both undergraduate and graduate FLAS candidates exhibiting financial need. The same process is followed for handling applications for summer FLAS awards, except that the number of reviewers involved in determining the top 20 is limited to the Directors of IAUNRC and of SLW, along with a third member from among IAUS faculty.



**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$87,025	\$118,756	\$108,843	\$108,597		
2. Fringe Benefits	\$18,422	\$30,741	\$25,517	\$25,781		
3. Travel	\$13,950	\$9,450	\$11,950	\$9,450		
4. Equipment						
5. Supplies	\$22,500	\$21,500	\$21,500	\$21,500		
6. Contractual						
7. Construction						
8. Other	\$83,685	\$73,678	\$77,316	\$70,012		
9. Total Direct Costs (lines 1-8)	\$225,582	\$254,125	\$245,125	\$235,340		
10. Indirect Costs*	\$18,047	\$20,330	\$19,610	\$18,827		
11. Training Stipends	\$590,129	\$620,955	\$611,235	\$600,668		
12. Total Costs (lines 9-11)						

*** Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No
- (2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2011 To: 06/30/2015 (mm/dd/yyyy)

Approving Federal agency: ED ☒ Other (please specify): DHHS The Indirect Cost Rate is 56 %

- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %

Name of Institution/Organization		Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.				
SECTION B - BUDGET SUMMARY NON-FEDERAL FUNDS						
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (Lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (Lines 9-11)						
SECTION C - BUDGET NARRATIVE (see instructions)						

NRC

Category		Priority	Page	2014-2015	2015-2016	2016-2017	2017-2018
1. Personnel							
A. Language Instruction							
1. Post Advanced Language Study (PALS) <i>instructor supplemental pay @\$750/semester; Fringes @ 6.91%</i> <i>Y1-one language, Y2- two languages, Y3- three languages; Y4- four languages</i>			15,17	\$1,500	\$3,000	\$4,500	\$6,000
2. Two Summer SLW salaries (Central Asian Language Consortium) <i>summer salaries for visiting instructors: 2 in Y1-2 and 3 in Y3-4 ; Fringes @ 6.91%</i>			15	\$16,400	\$16,400	\$24,200	\$24,200
3. Turkish and Persian Instruction for MSI /CC through DL <i>instructor supplemental pay@1000per semester; Fringes @ 6.91%</i>		CPP1	15		\$2,000	\$2,000	\$2,000
4. Facilitated Online Course for Pashto and Dari (w/CeLCAR and CLE) <i>portion of course developer's AY salary ; Fringes @ 39.76%</i> <i>Y1-2 introductory level; Y2-3 intermediate level</i>		CPP1	15	\$14,000	\$12,000	\$10,000	\$8,000
Subtotal, Language Instruction				\$31,900	\$33,400	\$40,700	\$40,200
B. Area and Other Instruction							
1. Modern Central Asian Specialist (new tenure track hire) <i>50%-25%-25% FTE; Fringes @ 39.76%</i>			1		\$30,000	\$15,450	\$15,914
2. Caucasus Specialist (new tenure track hire) <i>5% FTE; Fringe @ 39.76%</i>			1			\$3,250	\$3,348

3. Undergraduate Course for Summer Abroad Experience (with DEMA) <i>compensation for faculty to develop and teach a country culture course; Fringes @ 25.31%</i>	11,35	\$4,000		
4. Area Studies Librarianship (collaboration with Library and other NRCs) <i>compensation for advanced graduate student (ABD) to develop course</i>	35	\$1,000	\$400	\$300
5. Teaching Area Studies (Methodology for Area Studies Instruction) <i>compensation for faculty member to develop and teach a graduate course; Fringes @ 25.31%</i>	10		\$6,000	
6. Distance Learning Coordinator and Newsletter Editor (GA) <i>stipend and insurance for IAUNRC graduate assistant @ .5 FTE</i>	25	\$15,750	\$16,223	\$16,709
Subtotal, Area and Other Instruction		\$20,750	\$52,623	\$35,709
C. Outreach Personnel				
1. Outreach Graduate Assistant <i>stipend and health insurance for IAUNRC graduate assistant @ .5 FTE</i>	25	\$15,750	\$16,223	\$16,709
2. International Outreach Council Assistant <i>hourly assistant for IU joint outreach @ 15/hr</i>	31	\$1,500	\$1,000	\$1,000
3. Internationalizing K-12 Education: Indiana and Beyond <i>portion of the SoE Postdoctoral Position, coordinator of teacher workshops for ISIP and internationalization of programs at SoE; Fringes @ 39.76%</i>	33	\$7,000	\$5,150	\$4,120
Subtotal, Outreach Personnel		\$24,250	\$22,373	\$21,829
D. Other Salaries				
1. Web/Social Media Graduate Assistant (SGIS pays .25 FTE) <i>stipend and insurance for IAUNRC graduate assistant @ .25 FTE</i>	25	\$7,875	\$8,111	\$8,355
				\$8,605

2. IAUNRC Summer Graduate Project Assistant (15 weeks) <i>hourly compensation for assistance with IAUNRC projects from May to August</i>		25	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250
Subtotal, Other Personnel			\$10,125	\$10,361	\$10,605	\$10,855	
Personnel Subtotal			\$87,025	\$118,756	\$108,843	\$108,597	
2. Fringe Benefits							
A. Professional Staff/Faculty <i>(A4, B1, B2, C3) @ 39.76%</i>			\$8,350	\$18,747	\$13,049	\$11,658	
B. Graduate Students Compensation <i>(B6, C1) Health Insurance @ \$129/year D1 @ \$1565</i>			\$7,823	\$8,996	\$10,346	\$11,898	
C. Supplemental Pay and SLW Instructor Salaries <i>A1-A3 @ 6.91%</i>			\$1,237	\$1,479	\$2,121	\$2,225	
D. Course Development by Faculty Members <i>B2 @ 25.31%</i>			\$1,012	\$1,519			
Fringe Benefits Subtotal			\$18,422	\$30,741	\$25,517	\$25,781	
3. Travel		24					
A. Foreign Travel							
Faculty Research and Professional Meetings <i>5 trips x \$600 each</i>			\$3,000	\$3,000	\$3,000	\$3,000	
IAUS Faculty Linkage Trips Abroad		IP	\$4,000	\$2,000	\$2,000	\$2,000	
Subtotal Foreign Travel			\$7,000	\$5,000	\$5,000	\$5,000	

B. Domestic Travel	24		
Faculty Research and Professional Meetings <i>5 trips x \$350 each</i>	\$1,750	\$1,750	\$1,750
Local Outreach Travel	\$200	\$200	\$200
Administrative Travel for Directors	\$5,000	\$2,500	\$5,000
Subtotal, Domestic Travel	\$6,950	\$4,450	\$6,950
Travel Subtotal	\$13,950	\$9,450	\$11,950
4. Equipment	Not Applicable		
5. Supplies			
A. Library Acquisitions <i>purchases of books, periodical, microfilms etc.</i>	21	\$20,000	\$20,000
B. Teaching and Outreach Aids <i>language instruction materials, multimedia resources, maps, artifacts</i>		\$1,000	\$1,000
C. Program-Related Office Supplies		\$500	\$500
Supplies Subtotal	\$22,500	\$21,500	\$21,500
6. Contractual	Not Applicable		
7. Construction	Not Applicable		

8. Other**A. Teacher Training Programs**

1. Kodály Workshop for Music Teachers (with Jacobs School of Music) <i>professional service fees and travel for workshop leader</i>	AP		\$2,000	\$2,000	\$2,000	\$2,000
2. K-12 Teacher Development Workshops Part of Indiana Statewide Internationalization Plan; Coordinated by SoE Postdoc <i>speaker fees, travel, facilities, substitute teacher payments, materials</i>	AP/CPP2	31	\$5,500	\$4,500	\$3,500	\$2,350
3. K-12 Teacher Development Workshop as part of Midwest CIE (w/School of Ed) Part of the program of the Midwest CIE Conference (w/School of Ed) <i>space rental, travel and speaker fees</i>	AP/CPP2	32	\$1,500			
4. Workshops for Teachers of LCTL s (collaboration with CLE) <i>professional fees, travel, and materials for workshop instructor</i>	AP	32	\$6,000	\$4,000	\$3,500	\$2,500
5. Teaching Materials Repository (existing web site maintenance) <i>hourly compensation @ \$15/hr</i>	AP	27	\$500	\$250	\$250	\$250
Subtotal, Teacher Training Programs			\$15,500	\$10,750	\$9,250	\$7,100
B. Language Instruction Programs						
1. Baltic Studies Summer Institute (Consortium of NRCs) <i>professional service fees for teaching Estonian</i>			\$1,000	\$1,000	\$1,000	\$1,000
2. Mongolian Language Standard Board <i>travel for Mongolian language specialists</i>		19/20		\$2,500	\$1,000	
3. Business in Language Courses (collaboration with CIBER) <i>compensation for developing best practices for incorporating business into language courses</i>		19,35	\$500		\$500	

4. Bridges: Children, Languages, World <i>SoE coordinator salary and fringe, supplemental pay for SoE faculty to develop assessment tool for the program and stipends for volunteers</i>		CPP2	34	\$3,715	\$3,552	\$3,554	\$3,721
Subtotal, Language Instruction Programs				\$5,215	\$7,052	\$6,054	\$4,721
C. Curriculum Internationalization Programs							
1. Outreach America: MSI/CC Curriculum Enrichment Project <i>project coordinator 150hrs@\$15/hr travel to and from MSI/CC institutions MSI/CC partners to IU for ICCI and annual meeting: travel and ICCI fees Y2 and Y4 MSI/CC faculty development workshop speaker fees and travel MSI/CC faculty workshop stipends</i>		CPP1/AP	32	\$10,850	12600	\$10,850	12600
2. Course Development Stipend (collaborative project with NRCs across US) <i>stipend for MSI/CC faculty for course development that includes at least 25% of IAU content</i>		CPP1	33	\$1,000		\$1,000	
3. Online Language and Culture Modules for K-16 and Business Professionals <i>compensation for developers and materials</i>			34				\$2,000
4. Country Module (Turkey) for Global Gateways Program at SoE <i>compensation for developer and materials (Y1); maintenance and updates (Y2-4)</i>		CPP2	34	\$2,000	\$200	\$500	\$200
5. Programming for the School of Education <i>travel, materials</i>		CPP2	31	\$2,000		\$1,000	\$1,000
6. Ivy Tech Community College Project (Central Asian Semester) <i>compensation for workshop leader, stipends for faculty, materials</i>		CPP2	33		\$1,719		
Subtotal, Curriculum Development Programs				\$15,850	\$14,519	\$13,350	\$15,800

D. Other Outreach Projects

1. Indiana Statewide Internationalization Plan: <i>project consultant fees and travel</i>			\$1,832	\$1,887	\$1,944	\$2,002
2. Critical Area Studies in the Global Era (CASGE) - collaborative NRC project <i>Y1-4 professional fees for faculty members to work with groups of 15 students</i> <i>Y1-4 speaker fee for presentation on critical area studies</i> <i>Y1 speakers fees and/or travel for local conference: Looking Inward</i> <i>Y3 compensation for coordinator for national conference: 75hrs @ \$15</i> <i>Y3 space rental and speaker fees @\$2000</i>	AP	35	\$1,600	\$1,000	\$4,125	\$2,250

Subtotal, Other Outreach Projects

			\$3,432	\$2,887	\$6,069	\$4,252
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E. Interdisciplinary Workshops and Conferences

1. Russia and China in the World (NRC collaborative project) <i>speaker fee and travel for Russia and China in relation to Central Asia (Y3)</i>		35			\$1,000	
2. Assessing US Involvement in Afghanistan (annual forum) <i>speaker fees and travel</i>		36	\$1,000	\$1,000	\$1,000	\$1,000
3. Lotus Festival of World Music <i>professional fees for musicians and organizational fees</i>			\$1,000	\$1,000	\$1,000	\$1,000
4. Conference on Central Asian Languages and Linguistics (ConCALL) <i>speaker fees and travel, space rental</i>			\$4,000		\$4,000	
5. Institute for Curriculum and Campus Internationalization (ICCI) <i>speaker fees or supplemental pay</i>			\$3,000	\$1,000	\$2,000	\$2,000
6. Association of Central Eurasian Students -ACESAnnual Conference <i>speaker fees, space and equipment rental, publicity</i>			\$500	\$500	\$500	\$500

7. IPAA conference (SPEA Students) (Speaker fees) <i>speaker fees, space and equipment rental, publicity</i>			\$400	\$400	\$400	\$400
8. Development and Sustainability Symposium (Collaboration w/Professional Schools) <i>speakers fees and travel</i>	35		\$2,000			\$2,000
9. Midwest Institute for International Education (collaboration w/ IVY Tech CC) <i>space rental</i>	32	AP, CPPI	\$500			
10. Mapping the Landscapes of Islamic Studies (with Islamic Studies Program) <i>speakers fees and travel</i>	36		\$3,000		\$3,000	
11. Classical Texts in the Modern World (with Islamic Studies Program) <i>speaker fees, travel, space and equipment rental</i>	36			\$3,000		
12. Russian Revolution 1917 and its Descendants (with Russian and East European Institute) <i>speaker fees, travel, space and equipment rental</i>	36					\$2,000
13. Web Portal with Region Specific Resources for MSI and CC Librarians <i>hourly compensation for web site development and maintenance</i>	23	CPP1	\$1,000	\$800	\$500	\$300
Subtotal, Interdisc. Workshops and Conferences			\$16,400	\$7,700	\$13,400	\$9,200
F. Other Projects						
1. Program Evaluation (CEEP)			\$21,988	\$24,770	\$23,893	\$22,939
2. Lecturers, Consultants and Outreach Activities			\$5,000	\$5,000	\$5,000	\$5,000
Subtotal, Other Projects			\$26,988	\$29,770	\$28,893	\$27,939
Printing and Long Distance Phone/Fax Charges			\$300	\$1,000	\$300	\$1,000
Other Subtotal			\$83,685	\$73,678	\$77,316	\$70,012

9. Subtotal Direct Costs		\$225,582	\$254,125	\$245,125	\$235,340
10. Indirect Costs, 8% of Base		\$18,047	\$20,330	\$19,610	\$18,827
Total NRC Costs		\$243,629	\$274,455	\$264,735	\$254,168
FLAS					
11. FLAS Training Stipends					
1. Institutional Payment		FLAS	48-50		
Y1 -Y4	8 AY graduate awards @ \$18,000 = \$144,000	CPP1	\$ 144,000	\$ 144,000	\$ 144,000
	1 AY Undergraduate award @ \$10,000	CPP2	\$ 10,000	\$ 10,000	\$ 10,000
	9 summer awards @ \$5,000 = \$45,000	IP	\$ 45,000	\$ 45,000	\$ 45,000
Subtotal			\$ 199,000	\$ 199,000	\$ 199,000
2. Subsistence Allowance		FLAS	48-50		
Y1-Y4	8 AY graduate awards @ \$15,000 = \$120,000	CPP1	\$ 120,000	\$ 120,000	\$ 120,000
	1 AY undergraduate award @ \$5000	CPP2	\$ 5,000	\$ 5,000	\$ 5,000
	9 summer awards @ \$2,500 = \$22,500	IP	\$ 22,500	\$ 22,500	\$ 22,500
Subtotal			\$ 147,500	\$ 147,500	\$ 147,500
11. Total Training Stipends/FLAS			\$ 346,500	\$ 346,500	\$ 346,500
TOTAL COST (9-11)			\$590,129	\$620,955	\$600,668

Indiana University Inner Asian and Uralic National Resource Center
Bios of Affiliated Faculty, Researchers and Professional Staff

Table of Contents

COLLEGE OF ARTS AND SCIENCES

Department of Anthropology

Erickson, John	Assistant Scholar, Director, CTILD	100%	<u>page</u> A2.10
Pyburn, K. Anne	Professor	25%	A2.33
Shahrani, M. Nazif	Professor	50%	A2.37
Trix, Frances	Professor	25%	A2.43

Department of Central Eurasian Studies

Ariogul Crum, Sibel	Lecturer	100%	A2.1
Atwood, Christopher	Associate Professor	100%	A2.2
Azim, Homaira	Visiting Lecturer	100%	A2.2
Basgöz, İlhan	Professor Emeritus	100%	A2.4
Bayerle, Gustav	Professor Emeritus	100%	A2.5
Beckwith, Christopher I.	Professor	100%	A2.5
Benczes, Istvan	Visiting Professor	100%	A2.6
Bovingdon, Gardner	Assistant Professor	100%	A2.7
Bregel, Yuri	Professor Emeritus	100%	A2.7
Choksy, Jamsheed K.	Professor, Chair	100%	A2.8
Daneshgar, Shahyar	Senior Lecturer	100%	A2.9
DeWeese, Devin	Professor	100%	A2.9
Fazel, Solaiman	Lecturer	100%	A2.11
Fierman, William	Professor Emeritus	100%	A2.12
Graber, Kathryn	Postdoctoral Teaching Fellow	100%	A2.13
Hodjaev, Malik	Senior Lecturer	100%	A2.14
Hooker, Lynn	Assistant Professor	100%	A2.15
Inomkhoyayev, Rakhmonkhoja	Visiting Assistant Professor	100%	A2.16
Jones, Defne	Associate Instructor	100%	A2.17
Kara, György	Professor	100%	A2.18
Khikmatillaeva, Umida	Visiting Assistant Professor	100%	A2.19
Kivik, Piibi-Kai	Language Coordinator	100%	A2.20
Kontovas, Nicholas	Lecturer	100%	A2.22
Lazzerini, Edward	Academic Specialist, IAUNRC Director	100%	A2.24
Legden, Tserenchunt	Senior Lecturer	100%	A2.24
Losensky, Paul	Associate Professor	50%	A2.25
Moldashova, Fatima	Lecturer	100%	A2.29
Nazarova, Gulnisa	Senior Lecturer	100%	A2.31
Rabsal, Gedun	Senior Lecturer	100%	A2.33
Raun, Toivo	Professor	100%	A2.34
Sela, Ron	Assistant Professor	100%	A2.37
Silay, Kemal	Professor	100%	A2.38
Sharifullina, Dilyara	Lecturer	100%	A2.38

Sperling, Elliot	Associate Professor	100%	A2.40
Szegedy-Maszák, Mihaly	Professor Emeritus	100%	A2.41
Taurama, Mikko	Lecturer	100%	A2.42
Varga, Valeria	Lecturer	100%	A2.43

Department of Economics

Alexeev, Michael	Associate Professor	25%	A2.1
Kaganovich, Michael	Associate Professor	25%	A2.18
Spechler, Martin	Professor Emeritus	50%	A2.39

Department of Folklore and Ethnomusicology

Glassie, Henry	Professor Emeritus	50%	A2.12
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Department of Geography

Zlotin, Roman	Senior Lecturer	50%	A2.46
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Department of History

Bucur-Deckard, Maria	Associate Professor	25%	A2.8
Eklof, Ben	Professor	25%	A2.10
Kuromiya, Hiroaki	Professor	10%	A2.23
Sahin, Kaya	Assitant Professor	100%	A2.36
Schlesinger, Jonathan	Assitant Professor	100%	A2.36

Department of Near Eastern Languages and Cultures

Balim, Cigdem	Senior Lecturer, Director of CSME	100%	A2.4
Walbridge, John	Professor	50%	A2.44

Department of Political Science

Bielasiak, Jack	Professor	25%	A2.6
Sinno, Abdulkader H.	Assistant Professor	10%	A2.39

Department of Religious Studies

Mokhtarian, Jason	Assitant Professor	25%	A2.29
Nance, Richard	Assistant Professor	50%	A2.30

Department of Slavic Languages and Literatures

Kiziria, Dodona	Professor Emeritus	25%	A2.20
Kolodziej, Jerzy	Professor Emeritus,	25%	A2.21
	Director of Summer Language Workshop,		
Stern-Gottschalk, Ariann	Lecturer	25%	A2.41

Department of Telecommunications

Terry, Herbert	Associate Professor	25%	A2.42
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PROFESSIONAL SCHOOLS

School of Business

Lyles, Marjorie A.	Professor	25%	A2.26
Marer, Paul	Professor	50%	A2.26

School of Education

Kubow, Patricia	Professor, CIEDR Director	25%	A2.22
Mason, Terrence	Professor	25%	A2.27
Nyikos, Martha	Associate Professor	25%	A2.31
Sutton, Margaret R.	Associate Professor	25%	A2.40

School of Journalism

Ibold, Hans P.	Assistant Professor	40%	A2.16
Johnson, Owen V.	Associate Professor	25%	A2.17
Ogan, Christine L.	Professor Emeritus	25%	A2.32

School of Law

Fidler, David	Professor	10%	A2.11
Hoffmann, Joseph	Professor, Director of Int'l Programs	25%	A2.14
Waters, Timothy	Associate Professor	25%	A2.44
Williams, David C.	Professor	25%	A2.45

School of Library and Information Science/Main Library

Khabibullaev, Akram	Librarian	40%	A2.19
Liu, Wen-Ling	Librarian	25%	A2.25

School of Music

Goetze, Mary	Professor Emeritus	25%	A2.13
Huseynova, Aida	Visiting professor	80%	A2.15

School of Public and Environmental Affairs

Baker, Randall	Professor, Director of Int'l Programs	25%	A2.3
Meretsky, Vicky	Associate Professor	25%	A2.27
Mikesell, John L.	Professor	25%	A2.28
Wise, Lois	Professor, Director WEST	25%	A2.45

Independent Scholars and Project Associates

Koliha, Anthony	SGIS	25%	A2.21
Meserve, Ruth	Independent Scholar	100%	A2.28
Muller, Patricia	CEEP	25%	A2.30
Reafsnyder, Charles	CIEDA	25%	A2.34
Ruddy, Anne-Marree	CEEP	25%	A2.35
Rydel-Johnston, Kasia	IAUNRC, Assistant Director	100%	A2.35

Center for Languages of the Central Asian Region

Baer, Dave	Assistant Director	100%	A2.3
Niyaz, Kurban	Uyghur Language Developer	100%	A2.23
Öner Özçelik	Director, Assistant Professor	100%	A2.32

MICHAEL ALEXEEV

Professor, Department of Economics. Appointed 1992.

Time Devoted to Inner Asian and Uralic Studies: 25%

Area Courses Taught: E386/E501 Soviet-Type Economies in Transition; E698 Comparative Economics and Economies in Transition.

Education: B.A., Moscow State University

M.A., Economics, Moscow State University, 1975

Ph.D., Economics, Duke University, 1984

Language Competence: Russian native (3), English (3), Ukrainian 1

Overseas Experience: Born, educated, and resided in Russia until 1977; visited Russia for a year in 1996-97 and regularly goes to Russia and Ukraine on short-term visits.

Current Research Interests: Informal economic activities and reforms in the former Soviet Union; tax policy; corruption; economics of natural resources.

Recent Publications: co-edited (with Shlomo weber) The Oxford Handbook of the Russian Economy and contributed three co-authored chapters to the Handbook; "Corruption and Product Market Competition: An Empirical Investigation," Journal of Economic Development, co-authored with Yunah Song (2013); "Bankruptcy and Institutions," Economics Letters, co-authored with Jounghyeon Kim (2012); "Fiscal Decentralization, Corruption, and the Shadow Economy," Public Finance and Management, co-authored with Luba Habodaszova (2012); "The Natural Resource Curse and Economic Transition," Economic Systems, co-authored with Robert Conrad (2011); "Trade liberalization, heterogeneous firms and the soft budget constraint," Journal of Comparative Economics (2010), co - authored with Yong Joon Jang; "The Russian Oil Tax Regime: A Comparative Perspective," Eurasian Geography and Economics, co-authored with Robert Conrad (2009); "The Elusive Curse of Oil," Review of Economics and Statistics, co-authored with Robert Conrad (2009); "The Korean Financial Crisis and the Soft Budget Constraint," Journal of Economic Behavior and Organization, co-authored with Sunghwan Kim (2008)

SIBEL ARIOGUL CRUM

Lecturer, Department of Central Eurasia Studies. Appointed 2005

Time Devoted to Inner Asian and Uralic Studies: 100%

Area Courses Taught: Introductory Turkish (T181/581-182/582), Intermediate Turkish (T281/681-282/682), Advanced Turkish (T381/781-382/782), Introduction to Turkish Culture (R389/589),

Education: Ph.D. Language Education, Indiana University, 2006 (Minor in TESOL & Applied Linguistics)

Language Competence: Turkish, native (3). English (3)

Overseas Experience: Born and educated in Turkey

Teaching Assistant, Foreign Language Education Department, Hacettepe University, Ankara, Turkey, 1998-2001

Lecturer, Foreign Language Education Department, Hacettepe University, Ankara, Turkey, 2007-9

Assistant Professor, Foreign Language Education Department, Hacettepe University, Ankara, Turkey, 2010-2

Current Research Interests: Second Language Acquisition, Language Education, Pedagogy

Recent Publications: "Effects of gender and university major on preparatory school students' use of foreign language learning strategies", with Onursal, Ayir and Unal, C.B. (2012). "The use of foreign language learning strategies by university students learning English German and French" with Unal, C.B. and Onursal, Ayir (2011) "Metaphorical conceptualization of Arab learners of Turkish" with Uzun T. (2011)

CHRISTOPHER ATWOOD

Associate Professor, Department of Central Eurasian Studies. Appointed 1996.

Time Devoted to Inner Asian and Uralic Studies: 100%

Area Courses Taught: Great Wall of China (E103); Mongol Conquest (E104); Mongol Century (R391/591); Modern Mongolia (R361/561); Modern Inner Mongolia (R462/662); Mongolia's Middle Ages (R361/561); Ordos Documents (R761).

Education: B.A., Harvard University, 1986

M.A., Indiana University, 1991

Ph.D., Indiana University, 1994

Language Pedagogy Training: Attended Workshop on Proficiency-Based Teaching of Mongolian (1991).

Language Competence: English native (3), Mongolian (Cyrillic and vertical script) 3, Chinese (modern and classical) 3, French 2, Buriat 2- reading, Kalmyk (Cyrillic and Clear Script) 2-reading, Russian 1, Latin 1, Tibetan 1, Manchu 1

Overseas Experience: Research and conferences in Mongolia, Inner Mongolia (China), Beijing (China), Buriatia (Russia); conferences in Britain, France, Japan, South Korea.

Current Research Interests: Shengwu qinzheng lu and historiography of the Mongol empire; Inner Asian social structure and the question of "tribalism" and "clans"; Oirat and Kalmyk sources and Zunghar history.

Recent Publications: "Six Pre-Chinggisid Genealogies in the Mongol Empire." *Archivum Eurasiae Medii Aevi*, vol. 19 (2013); "Huns and Xiōngnú: New Thoughts on an Old Problem." In *Dubitando: Studies in History and Culture in Honor of Donald Ostrowski*, ed. Brian J. Boeck, Russell E. Martin, and Daniel Rowland. Bloomington, IN: Slavica Publishers (2012); "Mongols, Arabs, Kurds, and Franks: Rashīd al-Dīn's Comparative Ethnography of Tribal Society." In *Rashīd al-Dīn as an Agent and Mediator of Cultural Exchanges in Ilkhanid Iran*, ed. Anna Akasoy, Ronit Yoeli-Tlalim, and Charles Burnett. London: Wartburg Institute (2011); "The Notion of Tribe in Medieval China: Ouyang Xiu and the Shatuo Dynastic Myth." In *Miscellanea Asiatica: Festschrift in Honour of Françoise Aubin* ed. Denise Aigle, Isabelle Charleux, Vincent Goossaert, and Roberte Hamayon (Sankt Augustin: Institute Monumenta Serica, 2010)

Theses/Dissertations Chaired: 2 PhDs/ 3 MAs

HOMAIRA AZIM

Visiting Lecturer

Time Devoted to Inner Asian and Uralic Studies: 100%

Area Courses Taught: Introductory Dari

Education: Be Be Summaya High School (Peshawar, Pakistan), 1996

M.D. Medical Sciences, Kabul Medical University, 2007

Language Competence: Persian native (3), English (3), Pashtu (2), Urdu (2),

Overseas Experience: Born in Afghanistan, secondary education in Pakistan, Bachelor's and Doctorate in Afghanistan.

Current Research Interests: Translation of medical texts from English into Persian for instructional use

Work experience: Anatomy Lecturer, Kabul Medical University, Kabul, Afghanistan 2008-present
Translation of multiple medical textbooks into Dari from English for student use.

DAVE BAER

Assistant Director, Center for Languages of the Central Asian Region (CeLCAR). Appointed 2007.

Time Devoted to Inner Asian and Uralic Studies: 100%

Area Courses Taught: None. Administration of language programs. CeLCAR offers no formal university courses but rather develops language materials and instructional methodologies.

Education: **B.S.**, Computer Science, Brigham Young University, 1981

M.B.A., Brigham Young University, 1983

Language Competence: English native (3), Spanish 3. 1-2 years of Arabic, Japanese, Kazakh, Mandarin Chinese, Pashto, Persian/Farsi, Russian, Turkish, Turkmen, Uzbek, Welsh, American Sign Language.

Overseas Experience: Travel in China, Thailand, Russia, Finland, Argentina, Israel/Palestine, Mexico, England, France, Italy, Austria, Germany, Colombia, and Peru.

Current Research Interests: Language development of Turkic and Iranian languages, specifically methods to develop skills in multiple languages.

Skills: Instructor and trainer for language and diversity programs, office administration, grants administration, volunteer management, computer systems programming skills due to twenty years in telecommunications industry.

Relevant Work Experience: Volunteer Coordinator, Tulsa Citizen Corps, Community Service Council of Greater Tulsa, Oklahoma. Directed the Language/Culture Bank and Tulsa Human Response Coalition, trained cadre of volunteers for disaster preparedness, public health and safety, and language translation, established coordinated effort among local public safety, religious and multicultural organizations to respond as a unit to backlash violence that can surface in the form of hate crimes with global overtones. Instructor; also, Responder on Disaster Action Team, American Red Cross, Tulsa Oklahoma. Taught courses in Spanish and English, served as on-call responder every six days during non-work hours, from 5PM to 8AM, helping in English, Spanish and Russian, worked with police and fire personnel on-site, providing damage assessment, family services and translation.

RANDALL BAKER

Professor Emeritus, School of Public and Environmental Affairs. Appointed 1985.

Time Devoted to Inner Asian and Uralic Studies: 25%

Area Courses Taught: V575 Comparative Public Management and Administration, V550 World in 2010: Strategy and Scenarios, V160 International Public Affairs

Education: **B.Sc.**, University of Wales, 1965

Ph.D., University of London (taken in East Africa), 1969

Honorary Doctor of Law, Sofia, Bulgaria, 1997

Language Competence: French 3

Overseas Experience: Muskie Fellowship Selection Panel 1995, Central Asia; local director for UMID, Bolashak (Kazakhstan), the Soros Mongolia Program, and other Central Asian Fellowship Programs; Fulbright keynote speaker for annual conference 2002; development of undergraduate and graduate programs in Public Administration in Bulgaria and Azerbaijan; US State Department funded Linkage Program with Western University, Baku.

Current Research Interests: The role of the civil service in the transition to democracy (former USSR and Eastern Europe); the development of appropriate models for the degree of MPA in post-Soviet structures.

Recent Publications: Energy: Science, Policy and the Pursuit of Sustainability (Washington DC, Island Press, 2002, ed); Transitions from Authoritarianism: The Role of the Bureaucracy (Hartford, CT: Praeger Publishers, 2001, ed.); Environmental Law and Policy in the European Union and the United States (Hartford, CT: Praeger Publishers, 1997); "Challenges to Traditional Concepts of Sovereignty," Public Administration and Development (London: forthcoming); "Environment Versus Development: The Case of the Aral Sea," co-authored with N. Kosheleva, SPEA Occasional Paper Series in Comparative and International Affairs #37 (1998); Comparative Public Management (Greenwood Press, 1996).

Language Competence:

3=Excellent, 2=Good, 1=Fair/Reading Knowledge Only

CIGDEM BALIM HARDING

Senior Lecturer: Department of Near Eastern Languages and Cultures. Associate Director, Center for the Study of the Middle East. Appointed 2005

Time Devoted to Inner Asian and Uralic studies: 100%

Courses Taught: Language and Society in the Middle East; Transnational Muslim Communities in America and Europe; Teaching Less Commonly Taught Languages; Contemporary Literatures of the Middle East

Education: **B.A.**, Hacettepe University, Ankara, 1974.

Diploma in Education, Hacettepe University, Ankara, 1974.

Ph.D., University of Washington, Seattle, 1978.

Language Competence: Turkish 3, Azerbaijani 3, Crimean Tatar 3, German 2, Uzbek 2, Turkmen 2, Kazak 2, Kirghiz 1, Tatar 1, Uyghur 1, Karaim 1

Overseas Experience: Born in Turkey; educated in Turkey and in the USA; worked in the UK (University of Manchester) for 18 years; Chair of Department of Middle Eastern Studies; Coordinator for the Research Group on Central Asia and the Caucasus as well as the Director for British Society for Middle Eastern Studies until September 2004; taught Turkish/Turkic Studies at all levels; travelled all of Central Asia and the Caucasus for research and diplomatic purposes (representing British and Turkish governments) over the years 1990 – date

Current Research Interests: Meskhetian Turk immigrants in the USA; descriptive grammars of the Turkic languages of the world (spread over Europe, Balkans, Middle East, Central Asia and the Caucasus); language planning and language policies: Europe, Balkans, Middle East, Central Asia and the Caucasus; language teaching and teacher training for LCTLs: languages of the Middle East and Eurasia.

Recent Publications: Bağımsızlıklarının 20. yılında Orta Asya Cumhuriyetleri ve Türk Dilli Halkları ve Türkiye ile ilişkiler, co-editor with A. Aydıngün. Ankara : Atatürk Kültür Kurumu, 2012.

Bağımsızlıklarının 20. yılında Azerbaycan, Gürcistan ve Ukrayna'da Türk Dilli Halklar ve Türkiye ile ilişkiler, co-editor with I. Aydıngün. Ankara: Atatürk Kültür Kurumu, 2012. "Özbekistan", Yeni Türkiye, Türk Dünyası II, Eylül-Ekim 2013, 1752-9. "Giriş" [Introduction] with Aysegül Aydıngün, in

Bağımsızlıkların 20. Yılında Orta Asya Cumhuriyetleri ve Türk Dilli Halkları ve Türkiye ile ilişkiler. 1-18. "Turkish Literature between the 10th and 18th centuries", in The New Cambridge History of Islam; vol 4. Cambridge: CUP, 2010.

Theses/Dissertations Chaired: 2 M.A.

ILHAN BASGÖZ

Professor Emeritus, Department of Central Eurasian Studies and Near Eastern Languages and Cultures, Fellow of the Folklore Institute. Appointed 1965.

Time Devoted to Inner Asian and Uralic Studies: 100%

Education: **B.A.**, University of Ankara, 1944

Ph.D., University of Ankara, 1949

Language Competence: Turkish native (3), French 2, Persian 1

Overseas Experience: Born and educated in Turkey; folklore research in Turkey, 1976, 1979, 1980; folklore research in the Former Soviet Union, 1978.

Current Research Interests: Central Asian and Turkish folklore.

Recent Publications: "I, Hoca Nasreddin, Never Shall I Die," Turkish Studies Series, 18 (1998); co-authored with P. Boratav, "Turkish Folklore and Oral Literature: Selected essays of Ilhan Basgoz", Turkish Studies Series, K. Silay, ed., 19 (1998); History of Folklore and Work of Azadowski, (Ankara: Ministry of Culture, 1993); "The Structural Changes in Turkish Society," Turkish Studies Series, M. Belik, ed., 10 (1992); Yunus Emre: The Life and Poetry of a Turkish Mystic (1992); "Proverbs About Proverbs," Proverbium (1990).

GUSTAV BAYERLE

Professor Emeritus, Department of Central Eurasian Studies. Appointed 1996

Time Devoted to Inner Asian and Uralic Studies: 100%

Education: B.A., University of Rochester, 1960

Ph.D., Columbia University, 1966

Language Pedagogy Training: Training in pedagogy of linguistics instruction

Language Competence: Hungarian native (3), Turkish 2, Ottoman 2, German 2, French 2, Russian 1

Overseas Experience: Fulbright Grant for research in Turkey, June-December, 1987; ACLS and IREX grants for research in Hungary, 1973 and 1977.

Current Research Interests: Completing a book entitled Sources of Ottoman History: A Bibliographical Guide; Ottoman philology; archival sources for the province of Buda.

Recent Publications: Pashas, Begs, and Efendis: A Historical Dictionary of Titles and Terms in the Ottoman Empire (Istanbul: Isis, 1996); "The Kanun-name of the Sanjak of Segedin of 1570," Archivum Ottomanicum, 13 (1993-94), pp. 55-84; The Letters of Ali Pasha: 1604-1616 (Budapest, 1990); "Hungarian Narrative Sources of Ottoman History," Archivum Ottomanicum (1984); "Hungarian History According to the Evliya Celebi," Journal of Turkish Studies (1983); "Turco-Hungarian Duels: Comments of a Letter of Ibrahim Agha from 1589," Journal of Popular Culture (1982).

CHRISTOPHER I. BECKWITH

Professor, Department of Central Eurasian Studies. Appointed 1978.

Time Devoted to Inner Asian and Uralic Studies: 100%

Area Courses Taught: R191 Introduction to Central Eurasia; T673 Old Tibetan; R699 Central Eurasian Languages; T598 Tokharian; R290 Introduction to Central Asia, Mongolia, and Tibet; T399/T599 Early Chinese Ethnography of Central Eurasia; R329/R529 Buddhism in Central Asia

Education: B.A., Ohio State University, 1968

M.A., Indiana University, 1974

Ph.D., Indiana University, 1977

Language Pedagogy Training: Convener of workshop on competency-based teaching and testing of Tibetan, Indiana University, 1991; attendance at competency-based workshops on French and Uzbek.

Language Competence: Classical Arabic 1, Classical Chinese 3, Finnish 1, French 2, German 2, Japanese 2, Mandarin 3, Old Turkic 1, Persian 2, Russian 2, Spanish 2, Tibetan 2, Turkish 1, Uzbek 1

Overseas Experience: 3 months or more in: Afghanistan, Austria, Japan, Spain, Taiwan, Germany.

Current Research Interests: History of early Central Eurasia and East Asia; historical linguistics (primarily Chinese, Tibetan, Tokharian); Mandarin structure; typological linguistics; the Axial Age.

Recent Publications: Science Spun on the Silk Road. Nature 502 (2013); Warriors of the Cloisters: The Central Asian Origins of Science in the Medieval World. (Princeton: Princeton University Press, 2012); On the Ethnolinguistic Position of Manchu and the Manchus within Central Eurasia and East Asia.

Manzokushi kenkyū 10 (2012); On Zhangzhung and Bon. In: Emerging Bon (2012); Pyrrho's Logic: A Reexamination of Aristocles' Record of Timon's Account. Elenchos 32 (2011); The Central Eurasian Culture Complex in the Tibetan Empire: The Imperial Cult and Early Buddhism. In: 1000 Jahre asiatisch-europäische Begegnung (2011); A Note on the Heavenly Kings of Ancient Central Eurasia. Archivum Eurasiae Medii Aevi 17 (2010); Old Chinese Loanwords in Korean. In: Contemporary Korean Linguistics: International Perspectives (2010); The Sarvāstivādin Buddhist Scholastic Method in Medieval Islam and Tibet. In: Islam and Tibet: Interactions along the Musk Routes (Aldershot: Ashgate, 2010); Could There Be a Korean-Japanese Linguistic Relationship Theory? Science, the Data, and the Alternatives. International Journal of Asian Studies 7.2 (2010); Empires of the Silk Road: A History of Central Eurasia from the Bronze Age to the Present. (Princeton: Princeton University Press, 2009).

Theses/Dissertations Chaired: 2 M.A./2 Ph.D.

Language Competence:

3=Excellent, 2=Good, 1=Fair/Reading Knowledge Only

ISTVAN BENCZES

Visiting Professor, Economics; Visiting Professor, Central Eurasian Studies. Appointed 2013

Time Devoted to Inner Asian and Uralic Studies: 100%

Area Courses Taught: Transition Economies: From Communism to Free Market; Contemporary Hungary;

Education: PhD, Central European University
MPhil, Corvinus University of Budapest
MSc, University College London
MA, Budapest University of Economic Sciences

Language competence: Hungarian (native), Russian 1

Overseas Experience: Educated in Hungary, teaching experience in Poland and France

Recent publications: Market reform and fiscal laxity in communist and postcommunist Hungary: A path-dependent approach. *International Journal of Emerging Markets* 6:2, 2011, pp. 118-131; Fiscal stimulus and its effects in the European Union. *Intereconomics* 44(5), 2009, pp. 317-324; Fiscal performance and economic growth in the old and new member states of the EU. In: Lacina, L., Fidrmuc J. and Rusek, A. (eds.): *The economic performance of the European Union*. Palgrave Macmillan, 2009, pp. 179-200; *The economic dimensions of global and regional governance*. Wroclaw University Publishing House, 2009, eds.: Benczes, I. and Niemec, W.

JACK BIELASIAK

Professor, Political Science and Russian East European Institute. Appointed 1974.

Time Devoted to Inner Asian and Uralic Studies: 25%

Area Courses Taught: Y340 East European Politics; Y352 Holocaust and Politics; Y396 Political Democratization; Y557 Comparative Politics: Approaches and Issues; Y657 Transitions to Democracy; Y657 Post-Communist Politics, Y657 Electoral and Party Systems.

Education: B.A., Brooklyn College, 1969
M.A., Cornell University, 1972
Ph.D., Cornell University, 1975

Language Competence: Polish native (3), French 3, Russian 2, Yiddish 2, Ger. 1, Czech 1, Bulgarian 1, Romanian 1

Overseas Experience: Distinguished Fulbright, Warsaw, 2004; Warsaw University, 1989-90; IREX for research in Poland, 1984.

Current Research Interests: East European and post-Soviet politics and party systems; public opinion on European integration in East Europe and FSU.

Recent Publications: "Party Systems Determinants of Electoral Reform in Post-communist States," with John W. Hulse, *Comparative Communist and Post-Communist Studies* (2013); "The Afterlife of Solidarity: Political Contestations in Post-1989 Poland," *Hungarian Studies* (2011); "The Paradox of Solidarity's Legacy: Contested Values in Poland's Transitional Politics," *Nationalities Papers* (2010); "Regime Diversity and Electoral Systems in Post-Communism," *Journal of Communist Studies and Transition Politics*, 22:4, December 2006; "Party Systems and EU Accession: Euroscepticism in East Europe," *Public Opinion about the EU in Eastern Europe*, Robert Rohrschneider and Stephen Whitefield, eds., Palgrave Publishers, 2006 pp. 43-65; "Party Competition in Emerging Democracies: Representation and Effectiveness in Post-Communism and Beyond," *Democratization*, June 2005.

Language Competence:

3=Excellent, 2=Good, 1=Fair/Reading Knowledge Only

GARDNER BOVINGDON

Associate Professor, Central Eurasian Studies. Appointed 2004

Time Devoted to Inner Asian and Uralic Studies: 100%

Area Courses Taught: R 331/531 Grave Robbers, Missionaries, and Spies: Foreign Adventurers in Chinese Turkistan; R 332/532 History of Xinjiang to 1911; R 333/533 Cultures and Civilization of Xinjiang; R 395/595 Politics of Identity in China and Inner Asia.

Education: **A.B.**, Princeton University, 1988

M.A., Cornell University, 1995

Ph.D., Cornell University, 2002

Language Competence: Mandarin 3, Uyghur 3, Japanese 2, Russian 1, Kazakh 1

Overseas Experience: Lengthy visits to Xinjiang Uyghur Autonomous Region (China), Taiwan, Kyrgyzstan, Kazakhstan.

Current Research Interests: Politics in contemporary Xinjiang, history of modern Xinjiang, historiography in China, nationalism and ethnic conflict.

Recent Publications: *The Uyghurs: Strangers in Their Own Land*. Columbia University Press (2010); "Politics in Modern Xinjiang," in *Introduction to the Politics of China*, ed. William Joseph. (Oxford: Oxford University Press, 2010); "CCP Policies and Popular Responses in Xinjiang, 1949 to the present," in *Governing China's Multiethnic Frontiers*, ed. Morris Rossabi (Seattle: University of Washington Press, 2004); *Autonomy in Xinjiang: Han Nationalist Imperatives and Minority Discontent* (Policy Studies 11) (Washington, D.C.: East-West Center, 2004); "The Not-so-silent Majority: Uyghur Resistance to Han Rule in Xinjiang," *Modern China* 28.1 (January 2002), 39-78; "The History of the History of Xinjiang," *Twentieth Century China* 26.2 (April 2001), 95-139.

Theses/Dissertations Chaired: 3 PhD/3 MA

YURI BREGEL

Professor Emeritus, Department of Central Eurasian Studies. Appointed 1981.

Time Devoted to Inner Asian and Uralic Studies: 100%

Area Courses Taught: U320/U520 Everyday Life in Central Asia; U496 Ethnic History of Central Asia; U493 Central Asia in the 16th-19th Centuries; U494 Central Asia Under Soviet Rule; U593 Chaghatay; U594 Advanced Readings in Chaghatay.

Education: **Diploma**, Moscow State University, 1956

Ph.D., Academy of Sciences, Moscow, 1961

Language Competence: Russian native (3), Hebrew 3, Chagatai 2, Turkish 2, Uzbek 2, Persian 2, French 2, German 2, Arabic 1

Overseas Experience: Professor of History of Islamic Countries, Israel, 1974-1981.

Current Research Interests: History of Islamic Central Asia from the 16th to 19th centuries; written sources for the study of Central Asian history.

Recent Publications: *An historical atlas of Central Asia* (Leiden: Brill, 2003); "The administration of Bukhara under the Manghids and some Tashkent manuscripts," *Papers on Inner Asia*, No. 34, Bloomington, 2000; Shir Muhammad Mirab Munis and Muhammad Riza Mirab Agahi, *Firdaws al-iqbal: History of Khorezm*, translated from Chaghatay and annotated (Leiden: Brill, 1999); "Notes on the Study of Central Asia," *Papers on Inner Asia*, 28, Bloomington, 1996; *Bibliography of Islamic Central Asia*, Indiana University Uralic and Altaic Series, 3 vols, 1995; "Turko-Mongol Influences in Central Asia," *Turko-Persia in Historical Perspective*, R. Canfield, ed., Cambridge University Press, 1991; Shir Muhammad Mirab Munis and Muhammad Riza Mirab Agahi, *Firdaws al-iqbal, History of Khorezm*, text edition of a Chaghatay chronicle (Leiden: Brill, 1988); "Tribal Tradition and Dynastic History: The Early Rulers of the Qongrats According to Munis," *Asian and African Studies* 16, no. 3, 1982; "The Role of Central Asia in the History of the Muslim East," *Asia Society Occasional Papers*, Afghanistan Council, 1980.

MARIA BUCUR-DECKARD

Associate Dean, College of Arts and Sciences; Professor, History (tenured); John W. Hill Chair of European History. Appointed 1996

Time Devoted to Inner Asian and Uralic Studies: 25%

Area courses taught: *H645/C701* Opposition and Survival under Communism; *H745/C701* Gender and Modernity; *H661* Global Feminisms

Current research interests: gender and citizenship under communism and post-communism; gender and modernism in Europe

Education: B.S.F.S., Georgetown University, 1991; M.A., University of Illinois, 1993; Ph.D., University of Illinois, 1996

Academic experience: 19 years post-secondary teaching

Language competence: Romanian (native), French 3, German 1, Russian 1, Hungarian 1, Italian 1

Overseas experience: Research in Romania, Poland, Bulgaria, Hungary, Czech Republic, Germany, and Belgium

Recent publications (selection): "Intre 'mama ranitilor' si 'fecioara de la Jiu': femeile romane si eroismul in Primul Razboi Mondial," *Historia*, XIII, no. 136 (May 2013); "Passing it Forward: Thoughts on Academic Feminists and the Future of Our Ideas," *AnAlize*, New Series, No. 1 (2013); *Making Europe. The Story of the West*, co-author with Frank Kidner et al., (2012); "Women in the Attic. A Forum on the Recent History of Women's/Gender History in Eastern Europe," *Aspasia* 6 (2012); "Gender and Religiosity in Communist Romania: Continuity and Change, 1945-1989," *Aspasia* 5 (2011); "How to Tell the Story of your Grandparents? Ethical Dilemmas of Postmemory," in Marius Turda and Robert Pyrah, eds., *Re-Contextualising East Central European History. Nation, Culture, and Minority Groups* (2010);

Supervision of student research last 5 years: 8 MA/15 PhD graduate students, 3 undergraduates (honor theses and papers)

JAMSHEED K. CHOKSY

Professor and Chair, Department of Central Eurasian Studies. Professor, Department of History. Professor, India Studies Program. Professor, Ancient Studies. Professor, Medieval Studies. Adjunct Professor of Religious Studies. Appointed 1993.

Time Devoted to Inner Asian and Uralic Studies: 100%

Area Courses Taught: Prophets, Poets, and Kings: Iranian Civilization; Gender, Religion, History: Images of Women in Christian, Muslim, Jewish, and Zoroastrian Cultures; Advanced Persian II; Old Iranian Languages; Middle Iranian Languages.

Education: B.A., Columbia University, 1985

Ph.D., Harvard University, 1991

Language Competence: Arabic 3, French 3, German 3, Persian 3, Old Persian 3, Avestan 3, Bactrian 3, Sogdian 3, Greek 1, Latin 1, Sanskrit 1

Overseas Experience: Born in India and raised in Sri Lanka. Participated in fieldwork and conferences in Canada, England, France, Germany, Norway, Switzerland, Israel, Iran, Pakistan, India, Sri Lanka, and Malaysia.

Current Research Interests: History, religions, archaeology, and languages of Inner Asia, the Near East, and South Asia.

Recent Publications: *Gifts to a Magus: Indo-Iranian Studies Honoring Firoze Kotwal*, Co-editor with J. Dubeansky (2013); "Friendship in Pre-Islamic Iranian Writings," in *Ethics of Friendship in Muslim Cultures: Theory and Practice*, ed. J. Mahallati (2014); "Zoroastrianism's Religious Sites and Physical Structures," in *Blackwell Companion to the Study of Zoroastrianism*, eds. M. Stausberg and Yuhan S.-D. Vevaina (2014); "Antisemitism's Permutations in the Islamic Republic of Iran," in *Resurgent Antisemitism: Global Perspectives*, ed. A. Rosenfeld (2013); "Sailors, Soldiers, Priests, and Merchants: Reappraising Iran's Early Connections to Ceylon," *Iranica Antiqua* 48: 363–391 (2013); "The Gifts of Cyrus, Esther, Magi, and Rabbis: Historical Trends in Interactions between Zoroastrians and Jews," in *Gifts to a Magus: Indo-Iranian Studies Honoring Firoze Kotwal* (2013).

Theses/Dissertations Chaired: 3 PhD/5 MA

Language Competence:

3=Excellent, 2=Good, 1=Fair/Reading Knowledge Only

SHAHYAR DANESHGAR

Senior Lecturer of Persian, Department of Central Eurasian Studies. Director, Silk Road Ensemble. Visiting Assistant Professor, SWSEEL, summer 1999- 2009. Appointed 2002.

Time Devoted to Inner Asian and Uralic Studies: 100%

Language Courses Taught: U320/U520 Introductory Azerbaijani; U600 Advanced Reading Azerbaijani; U177/270/520 Introductory and Intermediate Persian I & II; Advanced Language Studies in Persian.

Education: B.A., Indiana University, 1982

M.A., Indiana University, 1987

Ph.D., Indiana University, 1995

Language Competence: Azerbaijani native (3), Persian/Tajik native (3), Turkish 3, German 3, Uzbek 2, Turkmen 2, Russian 1, Arabic 1

Overseas Experience: Born in Tehran, Iran; studied in Germany (Bremen 1974-78); research in Turkmenistan and Uzbekistan (1992) and Azerbaijan (1998).

Current Research Interests: Turkic languages, civilization and culture; minority groups in Iran and the Middle East, Azerbaijani folklore.

Recent Publications: A List of Resources for the music and art teachers' participants of Teaching and Exploring Multiculturalism, sponsored by the Indiana Department of Education, 2004.; "Zurkhaneh: The Iranian House of Strength," Journal of Asian Martial Arts, co-authored with Dakin Burdick and Justin Wolske, Volume 13- Number, 2004; The Mamedov Family Ensemble of Azerbaijan, Indiana University, 2003; Produced and accompanied on a double CD titled: The Mamedov Family Ensemble of Azerbaijan, Indiana University, 2003.

DEVIN DeWEESE

Professor, Department of Central Eurasian Studies, Adjunct Professor, Religious Studies. Appointed 1986.

Time Devoted to Inner Asian and Uralic Studies: 100%

Area Courses Taught: E103 Religion and Communal Identity in Islamic Inner Asia; U394 Islam in the Soviet Union and Successor States; U493 History of Central Asia, 16th-19th Centuries; U498 Religion and Power in Islamic Central Asia; U593 Introduction to Chaghatay; U698 Islamic Hagiography of Central Asia; U392 Shrine and Pilgrimage in Islamic Central Asia; U393 The Yasavī Sufi Tradition; U520 Islamization in Inner Asia; U520 The Naqshbandī Sufi Order in Central Asia

Education: B.A., Indiana University, 1977

M.A., Indiana University, 1979

Ph.D., Indiana University, 1985

Language Competence: Russian 3, Uzbek 3, Tajik 2, Chaghatay 3, Persian 2, Arabic 1, Turkish 2, German 2, French 2

Overseas Experience: Research in Tashkent and Dushanbe, Sept-Oct 2003; NCSEER-funded travel for research on Muslim shrines in Tatarstan, Bashkortostan, September 1994, and Kazakhstan and Turkmenistan, April-May, 1995; IREX for research in Tashkent and Dushanbe, 1983-1984; India, 1988.

Current Research Interests: Islamization in Central and Inner Asia; history of Yasavi and Kubravi Sufi orders; hagiographical sources on Central Asian history.

Recent Publications: "Succession Protocols and the Early Khwajagani Schism in the Maslak al-'ārifīn," Journal of Islamic Studies (Oxford), 22/1 (2011), pp. 1-35; "Spiritual Practice and Corporate Identity in Medieval Sufi Communities of Iran, Central Asia, and India: The Khalvatī/Ishqī/Shattārī Continuum," for Religion and Identity in South Asia and Beyond: Essays in Honor of Patrick Olivelle, ed. Steven Lindquist (New York/London/Delhi: Anthem Press, 2010), pp. 251-300; "Central Asia, Islam in," Oxford Bibliographies Online: Islamic Studies, ed. Tamara Sonn (New York: Oxford University Press, 2010); "Authority," in Key Themes for the Study of Islam, ed. Jamal J. Elias (Oxford: Oneworld Publications, 2010), pp. 26-52, 382-383; "The Problem of the Sirāj al-ṣāliḥīn: Notes on Two Hagiographies by Badr al-Dīn Kashmīrī," in Écrit et culture en Asie centrale et dans le monde turco-iranien, XIVe-XIXe siècles / Writing and Culture in Central Asia and the Turko-Iranian World, 14th-19th Centuries, ed. Francis Richard and Maria Szuppe (Paris: Association pour l'Avancement des Études Iraniennes, 2009; Studia Iranica, Cahier 40), pp. 43-92; "Islamization in the Mongol Empire," The Cambridge History of Inner Asia: The Chinggisid Age, ed. Nicola Di Cosmo, Allen J. Frank, and Peter B. Golden (Cambridge: Cambridge University Press, 2009), pp. 120-134.

Theses/Dissertations Chaired: 3 PhDs/4 MAs

Language Competence:

3=Excellent, 2=Good, 1=Fair/Reading Knowledge Only

BEN EKLOF

Professor, Department of History, Adjunct Professor, School of Education. Appointed 1977.

Time Devoted to Inner Asian and Uralic Studies: 25%

Area Courses Taught: D308/R500 Empire of the Tsars; H640 Imperial Russia; D303 Heroes and Villains in Russian History; J300 War and Peace: Russia in the Age of Napoleon; D302 Gorbachev Revolution and Collapse of the Soviet Union.

Education: **B.A.**, Middlebury College, 1968
M.A., Princeton University, 1972
Ph.D., Princeton University, 1977

Language Competence: Russian 3, French 2, German 2

Overseas Experience: IREX, Fulbright Hays (3 times), Woodrow Wilson, grants for research in the Soviet Union; travel in Yugoslavia, Bulgaria, Romania, Central Asia, the Caucasus, Ukraine, and Finland.

Current Research Interests: Education, state and society in Russia in the late Imperial period, post-Soviet developments.

Recent Publications: "By Another Yardstick," *Ab Imperio* [#4, 2008: article and commentaries] Educational Reform in Post-Soviet Russia: Legacies and Prospects (London, 2005, co-editor and contributor of two articles); *A Social History of Imperial Russia*, English edition editor for Boris Mironov, (Boulder, CO: Westview Press 2000, 2 volumes); "Russia and Eastern Europe," co-authored with Maria Bucur, *Comparative Education: The Dialectic of the Global and the Local*, Robert F. Arnove and Carlos Alberto Torres, eds., (New York: Rowan and Littlefield, 1999); "The Decline of Education in Russia," *The Face of Russia*, Max Okenfuss, ed., (St. Louis: Oasis, 1999).

JOHN A. ERICKSON

Director, Center for Turkic and Iranian Lexicography and Dialectology (CTILD) (since 2008); Assistant Scholar, Anthropology (since 2006); Managing Editor, *Anthropological Linguistics* (since 1994).

Time Devoted to Inner Asian and Uralic Studies: 100%

Education: **B.A.** English, State University of New York at Geneseo, 1984
M.A. Uralic and Altaic Studies, Indiana University, 1989.
Ph.D. Department of Central Eurasian Studies and Department of Linguistics (double major), Indiana University, 2001.

Language Competence: English native (3), Uzbek 3, Russian 3, Turkish 2-3, Persian/Farsi/Tajik 1, Chaghatay 1, French 1, German 1, some fluency in Kazak, Kyrgyz, and especially Uyghur (because of similarities to Uzbek)

Overseas Experience: Regions of Research, Study, and Materials Collection: Uzbekistan, Karakalpakstan, Kazakstan, Kyrgyzstan, Tajikistan, Turkmenistan, Turkey, and Russia

Current Research Interests: Turkic and Iranian linguistics; comparative Turkic, comparative Iranian; comparative Turkic-Iranian morphosyntax; language contact and linguistic change in Central Asia; Uzbek lexicography and dialectology; historical linguistics, anthropological linguistics; Central Asian arts and crafts (especially woodturning and woodcarving).

Publications: "On the Origin of the Directive Case in Turkic," *Acta Orientalia Academiae Scientiarum Hungaricae*, 55(4):403-411 (2002), Budapest (peer-reviewed).

SOLAIMAN FAZEL**Lecturer****Time Devoted to Inner Asian and Uralic Studies:** 100%**Area Courses Taught:** Intro. Persian**Education:** PhD Student, Anthropology and Minor in Central Eurasian Studies
MA, History
BA, Middle Eastern Studies**Language Competence:** Persian native (3), English (3), Pashto (1)**Overseas Experience:** Born in Iran.**Current Research Interests:** Political Anthropology, State, Bureaucracy, Reproductive Politics, Social Change, Colonial and Post-Colonial Societies, History of Political Thought, and History of Market Economy in Afghanistan, Iran and South-Central Asia**DAVID P. FIDLER**

James Louis Calamaras Professor of Law, Maurer School of Law. Appointed 1995.

Time Devoted to Inner Asian and Uralic Studies: 10%**Area Courses Taught:** Counterinsurgency and Rule of Law Operations**Education:** B.A., University of Kansas, 1986
M.Phil., University of Oxford, 1988
J.D., Harvard Law School, 1991
B.C.L., University of Oxford, 1991**Language Competence:** English native (3), French 1, German 1**Overseas Experience:** United Kingdom, Switzerland, South Africa, Japan, Taiwan, Palestinian Territories, Canada**Current Research Interests:** Global health; counterinsurgency; arms control (biological and chemical weapons).**Recent Publications:** "Recent Developments and Revelations Concerning Cybersecurity and Cyberspace: Implications for International Law," AMERICAN SOCIETY OF INTERNATIONAL LAW INSIGHTS, June 20, 2012; Navigating the Global Health Terrain: Mapping Global Health Diplomacy, 6 ASIAN JOURNAL OF WTO & INTERNATIONAL HEALTH LAW AND POLICY 1 (2011); Outside the Wire: American Exceptionalism and Counterinsurgency, 37 WILLIAM MITCHELL LAW REVIEW 5251 (2011); The Impact of International Trade and Investment Rules on the Ability of Governments to Implement Interventions to Address Obesity: A Case Study from the European Charter on Counteracting Obesity, in TRADE, FOOD, DIET AND HEALTH: PERSPECTIVES AND POLICY OPTIONS (C. Hawkes, C. Blouin, S. Henson, N. Drager, L. Dubé, Eds.). Oxford: Wiley Blackwell, 2010; Responding to National Security Letters: A Practical Guide for Legal Counsel with Sarah Jane Hughes (Chicago: American Bar Association, 2009); India and Counterinsurgency: Lessons Learned with Sumit Ganguly, eds., (London: Routledge, 2009); Biosecurity in the Global Age: Public Health, Biological Weapons, and the Rule of Law, with Lawrence O. Gostin (Palo Alto: Stanford University Press, 2008).

Language Competence:

3=Excellent, 2=Good, 1=Fair/Reading Knowledge Only

WILLIAM FIERMAN

Professor Emeritus, Department of Central Eurasian Studies. Appointed 1991.

Time Devoted to Inner Asian and Uralic Studies: 100%

Area Courses Taught: U395/U597 Central Asian Politics and Society; U519 Soviet and Post-Soviet Nationalities and Problems; U597 Post-Communist Transition in Central Asia; U520 Language Politics and Problems in the Post-Soviet Region

Education: B.A., Indiana University, 1971

M.A., Harvard University, 1975

Ph.D., Harvard University, 1979

Language Competence: Uzbek 3, Russian 3, Kazakh 2, Portuguese 2, Czech 2, Chinese 2, Kyrgyz 1, French 1, Spanish 1

Overseas Experience: Uzbekistan 1976-77 and 1983 (IREX); guide for USIA exhibit in Tashkent, 1988; translation project in Uzbekistan, 1989; research in Kazakhstan, 1996; numerous short trips to Kazakhstan, Uzbekistan, Kyrgyzstan, Azerbaijan, averaging one to two per year over last two decades.

Current Research Interests: Language policy in Kazakhstan and Uzbekistan; political development and social problems in Central Asia.

Recent Publications: "Central Asia and Azerbaijan," Handbook of Language and Ethnicity, co-author with, J. Garibova, Oxford U. Press, (forthcoming 2009); "Language Vitality and Paths to Revival. Contrasting Cases of Azerbaijani and Kazakh," International Journal of the Sociology of Language, CXCVIII (2009), pp. 75-104; "Identity, Symbolism, and the Politics of Language in Central Asia," Europe-Asia Studies LXI (2009), pp. 1207-1228; "Language and Education in Post-Soviet Kazakhstan: Kazakh-Medium Instruction in Urban Schools," The Russian Review LX (2006), pp. 98-116; "On Uzbek 'Nationalization,'" Anthropology and Archeology of Eurasia, XLIV (2006), 80-85 "Povorot yasikovogo sdviga v kazakhstane," Ethnographicheskoe obozrenie, No. 6, 2005, pp. 49-71.

HENRY GLASSIE

Professor Emeritus, Department of Folklore and Ethnomusicology; Adjunct Professor Emeritus, Department of Central Eurasian Studies; Adjunct Professor Emeritus, Department of Near Eastern Languages and Cultures. Appointed 1988.

Time Devoted to Inner Asian and Uralic Studies: 50%

Area Courses Taught: F440/F540 Turkish Art and Architecture

Education: B.A., Tulane University, 1964

M.A., State University of New York, 1965

Ph.D., University of Pennsylvania, 1969

Language Competence: Turkish 2

Overseas Experience: Ireland (1972-82); Turkey (1982-96); Bangladesh (1987-1996); India (1998-2001), Japan (1994-2001).

Current Research Interests: Traditional art and architecture of Islam; Turkish culture.

Recent Publications: Prince Twins Seven-Seven: The Artist in America. Bloomington: Indiana University Press, 2010; The Stars of Ballymenone. Bloomington: Indiana University Press, 2006. Vernacular Architecture (Bloomington: IU Press, 2000); Material Culture (Bloomington: IU Press, 1999); The Potter's Art (Bloomington: IU Press, 1999); Art and Life in Bangladesh (Bloomington: IU Press, 1997); Turkish Traditional Art Today (Bloomington: IU Press, 1993); Spirit of Folk Art (N.Y.: Abrams, 1989).

MARY GOETZE

Professor Emerita, School of Music. Appointed 1984. Retired, 2007

Time Devoted to Inner Asian and Uralic Studies: 25%

Education: B.M., Oberlin College Conservatory of Music, 1965

M.M.E., Indiana University, 1971

Ph.D., University of Colorado, 1985

Overseas Experience: Azerbaijan 1999, Hungary 2000, Japan 2002, Australia and New Zealand 2002, Mexico, Norway, Netherlands and Brazil, 2003, Kyrgyzstan 2005, Brazil 2005, Mongolia, 2008,

Current Research Interests: Central Eurasian folk music, history and culture.

Recent Publications:

DVDs: Global Voices Interactive Volume 3 Songs of Aotearoa/New Zealand, 2008 (editor and co-author); Global Voices Comprehensive Volume 2: Music and Culture of Kyrgyzstan 2008 (editor and co-author); Global Voices (Six volume set) Grade 1-6, (co-author) 2005; Global Voices Comprehensive Volume 1: Music and Culture of Azerbaijan 2007 (editor); Global Voices Interactive Volume 1 Four Sotho and Zulu Songs, 2007 (editor and co-author); Global Voices Interactive Volume 2 Four South African Songs, 2007, (editor and co-author).

CD-ROM: Global Voices in Song, Volume 2: Songs of Hungary. An Interactive Multicultural Music Experience, November, 2002. (Includes CD ROM, Audio CD, Video tape and Resource Guide).

Print: Exploring the Universal Voice" with Cornelia Fales and Wolodymyr Smishkewych, Chapter in The Cambridge Choral Reader, Ed. Andre de Quadros, in press; Educating Young Singers, 2009, Mj Publishing: New Palestine, IN; "Building Cultural Understanding Through Song" Orff Echo, AOSA: July, 2005.

KATHRYN GRABER

Postdoctoral Teaching Fellow, Department of Central Eurasian Studies. Postdoctoral Teaching Fellow & Research Associate, Department of Anthropology.

Time Devoted to Inner Asian and Uralic studies: 100%

Area Courses Taught: Property in Central Eurasia; Advanced Readings in Mongolian Studies; Language and Identity in Central Eurasia

Education: B.A., Linguistics and Anthropology, University of Chicago, 2002

M.A., Anthropology, University of Michigan, 2006

M.A., Russian and East European Studies, University of Michigan, 2008

PhD., Anthropology, University of Michigan, 2012

Language Pedagogy Training: Course in Teaching Writing completed at University of Michigan, Fall 2011.

Language Competence: English (3), Russian (3), Buryat (2), Mongolian (1), Czech (1), French (1), German (1), Georgian (1), Ewenki (1), Zulu (1)

Overseas Experience: Ethnographic field research in Russia: June–August 2005, February–May 2007, September 2008–September 2009, August 2011, July–August 2012, Study abroad in Russia: June–September 2001, Study abroad in South Africa: January–March 2001

Current Research Interests: Mass media, materiality and material agency, multilingualism, language shift and endangerment, anthropology of performance, historical anthropology, cultural and intellectual property, socialism and post-socialism, race and ethnicity; Mongolia and Russia, especially Siberia.

Recent Publications: "What They Said (She Said) I Said: Attribution and Expertise in Digital Circulation," Culture, Theory and Critique 54/3 (2013), pp. 285–300; "Public Information: The Shifting Roles of Minority-Language News Media in the Buryat Territories of Russia," Language & Communication 32/2 (2012), pp. 124–136; "Tongue-Tied Territories: Languages and Publics in Stateless Nations," co-authored with Karl F. Swinehart as introduction to a special issue, "Languages and Publics in Stateless Nations" (Karl F. Swinehart and Kathryn Graber, eds.), Language & Communication 32/2 (2012), pp. 95–97; "Na granitse kul'tur i iazykov: ispol'zovanie razlichnykh iazykov v SMI Buriatii" [On the border of cultures and languages: the use of different languages in the mass media of Buryatia], in The Eurasian Frontier: The "National" Concept in the Russian, Mongolian, Chinese, and Buryat Languages and Literatures (Proceedings), eds. S. I. Garmeva et al. (Ulan-Ude: Buryat State University, 2011), pp. 94–97; "Personal Communication, 2006": Authorship and Ownership in Anthropology," Michigan Discussions in Anthropology 18 (2010), pp. 174–208.

Theses/Dissertations Chaired: 4 MA

Language Competence:

3=Excellent, 2=Good, 1=Fair/Reading Knowledge Only

MALIK A. HODJAEV

Soper Senior Lecturer in Uzbek, Department of Central Eurasian Studies. Appointed 2002.

Time Devoted to Inner Asian and Uralic Studies: 100%

Area Courses Taught: Introductory, Intermediate, Advanced and ADLS Uzbek Language

Education: **B.A.** Samarkand State Pedagogical Institute, Uzbekistan, 1972

M.Ed. Moscow State Pedagogical Institute, USSR, 1980

Ph.D. Candidate Language Pedagogy Program, Samarkand State University, Uzbekistan 2003

Language Competence: Uzbek native (3), Russian 3, Tajik 3, English 3

Overseas Experience: Language Center Management Training Program, Leeds University, UK; conferences and training sessions in the U.S., Israel, and Austria.

Current Research Interests: Intensive methods of teaching Uzbek as a foreign language.

Recent Publications: "Uzbeks of Afghanistan: Language, Culture, and Traditions"(CEUS Annual Conference, Indiana University, 2013). "Uzbek Language and Culture" (World Language Festival, Indiana University, 2013). "Methods of Presentation and Acquisition of Uzbek Regional Dialects"(CEUS Annual Conference, Indiana University, 2012). "Exploring the Effectiveness of the Distance Language Classroom"(NCOLCTL Conference, Madison, WI, 2011) "Effective Management of Distance Learning of Uzbek"(NCOLCTL Conference, Madison, WI,2010). "The Gateway to Central Asia: Uzbekistan. World Language Festival, Indiana University,2009).

JOSEPH HOFFMANN

Harry Pratter Professor of Law and Director for Strategic Projects, School of Law. Appointed 1986.

Time Devoted to Inner Asian and Uralic Studies: 25%

Area Courses Taught: Law and Society in Asia (LAW-L 274)

Education: **B.A.**, Harvard College, 1978

J.D., University of Washington, 1984

Language Competence: Japanese 1

Overseas Experience: Visiting Fulbright Professor, University of Erlangen and University of Jena, Germany, 2003-2004; Teacher, University of Tokyo, Japan, 1994-95 and 1997-98; three-year USIA grant for IU School of Law to partner with Higher Law School, Adilet, Almaty, Kazakhstan, beginning in 1999.

Current Research Interests: Comparative law and society; the death penalty.

Recent Publications: Habeas for the 21st Century: Uses, Abuses and the Future of the Great Writ, (University of Chicago Press, 2011) (with Nancy J. King); Criminal Procedure: Investigation and Right to Counsel, co-authored with Ronald Allen, William Stuntz, Debra Livingston, (Aspen Law & Business, New York, NY: 1st Ed. 2005); Teacher's Manual (2005); Protecting the Innocent: The Massachusetts Governor's Council Report, Journal of Criminal Law & Criminology, (2005), co-authored with Ronald Allen, William Stuntz, and Debra Livingston; Comprehensive Criminal Procedure (Aspen Law & Business, New York, NY: 2001); Supplement (2001, 2002, 2003, 2004, 2005, 2007, 2008); Teacher's Manual (2001, 2005); "Rehnquist and Federal Habeas Corpus," The Rehnquist Legacy, C. Bradley, ed. (Cambridge University Press, 2005); "Rethinking the Federal Role in State Criminal Justice," with Nancy J. King, 84 New York University Law Review 791 (2009); "Envisioning Post-Conviction Review for the 21st Century," with Nancy J. King, 78 Mississippi Law Journal 433 (2008).

LYNN HOOKER

Associate Professor of Hungarian Studies, Department of Central Eurasian Studies. Adjunct Assistant Professor, Folklore/Ethnomusicology. Adjunct Assistant Professor, Musicology. Appointed 2003.

Time Devoted to Inner Asian and Uralic Studies: 100%

Area Courses Taught: Introduction to Hungarian Studies; Budapest in the 19th & 20th Centuries; Cities of East-Central Europe in Comparative Perspective; Roma (Gypsy) History and Culture; European Folk Musics; Tradition and Innovation in European Folk Music Scholarship; Hungarian Folk Music; The Roma and "Gypsiness" in History, Culture, and Film; Transylvania: Vampires, Peasants, and Cultural Diversity and Conflict; Hungarian Art and Music in the 19th & 20th centuries.

Education: M. A. University of Chicago, 1994

Ph. D., History and Theory of Music, University of Chicago, 2001

Language Competence: Hungarian 3, German 2, French 1, Italian 1

Overseas Experience: Hungary - research trips in 1996 (1 year), 1999 (3 months), 2002 (5 weeks), 2003 (1 month), 2004 (3 weeks), 2005 (3 weeks), 2006 (4 weeks), 2007 (8 weeks); Austria - 2 months each in 1991 and 1996, 1 week in 1999; Slovakia - 1 week in 2002; Romania - research trips in 2003 (2 weeks), 2006 (1 week), and 2007 (1 week).

Current Research Interests: Music in culture (past and present); minority issues in the Carpathian Basin, with emphasis on the Roma; gender issues in Hungary; Hungarianness in music, particularly in music of Franz/Ferenc Liszt and Béla Bartók; depictions of nature in Hungarian music, particularly the work of Béla Bartók.

Recent Publications: Redefining Hungarian Music from Liszt to Bartók, Oxford University Press, 2013; "Ideas about musical Hungarianness in early Hungarian musicology," Music's Intellectual History: Founders, Followers & Fads, ed. Zdravko Blazekovic, forthcoming; "The Concept of 'Hungarian Music' in Hungarian Musicology," Magyar zene, forthcoming; "Festivalization, the Carnavalesque, and the Creation and Maintenance of Community in North American Hungarian Folk Music and Dance Camps," Hungarian Studies 22, no. 1-2 (2008), 89-101; "Controlling the Liminal Power of Performance: Hungarian Scholars and Romani Musicians in the Hungarian Folk Revival," Twentieth-Century Music 3, no. 1 (March 2006), 51-72; "Modernism on the Periphery: Béla Bartók and the New Hungarian Music Society of 1911-1912," Musical Quarterly 88, no. 2 (Summer 2005), 274-319.

Theses/Dissertations Chaired: 1 MA/3 PhD

AIDA HUSEYNOVA

Adjunct Lecturer in Music (Music in General Studies), Jacobs School of Music. Appointed 2008.

Time Devoted to Inner Asian and Uralic Studies: 80%

Education: M.M., Musicology/Ethnomusicology Azerbaijan State Conservatory, 1987

Ph.D., Musicology/Ethnomusicology Saint Petersburg Conservatory, 1992

Area Course Offered: Music of the Silk Road

Language Competence: Azerbaijani native (3), Turkish 2, English 3, Russian 3

Overseas Experience: Research and teaching in Azerbaijan, Kyrgyzstan, Russia, U.K., France, Sweden, Germany, Greece, Qatar.

Current Research Interests: East-West Synthesis in Azerbaijani Music; East-West Encounters in Music; Music of Central Asia; Music of the Silk Road

Recent Publications: "Sing around Turkey" (CD-Piano) 2014; "From Chanting the Quran to Singing Oratorio: Choral Music in West and Central Asia" in The Cambridge Companion to Choral Music, edited by Andre de Quadros (Cambridge University Press, 2012: 169-176; "The Aspects of the Semantics, Melodic Contents and Structure in the Mugham of Alim Qasimov." In Proceedings of the Second International Musicological Symposium "Space of Mugam" (Baku, 15-17 March 2011): 99-104. Baku: Sharg-Garb, 2011; "Music and Culture of Mongolia" (editor), DVD Global Voices Comprehensive, published by MJ & Associates, Inc., 2010; "Azerbaijani Jazz Mugham: Fusing East and West." In Indiana University Inner Asian and Uralic National Resource Center Newsletter. Fall-Winter 2009, 7-9; "Music and Culture of Kyrgyzstan, DVD," with Munara Mailybekova, Global Voices Comprehensive, published by MJ & Associates, Inc., 2008; "Music and Culture of Azerbaijan," DVD, Global Voices Comprehensive, published by MJ & Associates, Inc., 2007; "Azerbaijani folk songs," Global Voices, Grades 3 and 5, published by MJ & Associates; Coordinated with Spotlight on Music, Grades 3 and 5, published by McMillan McGraw Hill, Inc., 2005.

Language Competence:

3=Excellent, 2=Good, 1=Fair/Reading Knowledge Only

HANS IBOLD

Assistant Professor, Journalism. Adjunct Professor, Central Eurasian Studies. Adjunct Assistant Professor, Russian and East European Institute. Appointed 2008.

Time Devoted to Inner Asian and Uralic Studies: 40%

Area Courses Taught: Globalization of the Media; International Newsgathering Systems; Global Media Ethics

Education: B.A., Evergreen State College, 1993

M.S., Shippensburg University, 1998

Ph.D., University of Missouri, Columbia, 2008

Language Competence: English native (3), Kyrgyz 2, French 2

Overseas Experience: Research and media development in Russia (2006); Peace Corps service in Kyrgyzstan (2003-2005); research and teaching in Kyrgyzstan (2007; 2010).

Current Research Interests: Networked media use, social innovation, and media development in Central Asia; internationalization of journalism education.

Recent Publications: Ibold, H. (expected 2014). Journalism and the social innovation challenge. New York: Routledge. Ems, L., Deuze, M., Ibold, H. (2014; forthcoming). Dissent at a Distance. In Joost Raessens, Sybille Lammes, Rene Glas, and Michiel de Lange (Eds.) The Playful Citizen: Power, Creativity, Knowledge. Amsterdam: Amsterdam University Press; Deuze, M., Brown, W., Ibold, H., Lewis, N., & Blank, P. (2012). Mobile Media Life. In P. Snickars & P. Vonderau (Eds.), Moving data: The iPhone and my media (296-310). New York: Columbia University Press.; Ibold, H. & Deuze, M. (2012). Educating across borders. In B. Dernbach & W. Loosen (Eds.), Didaktik der journalistik: Best-practice-Beispiele aus der Journalistenausbildung (Teaching methods in journalism: Best practices from journalism education). Wiesbaden: VS Verlag für Sozialwissenschaften.; Ibold, H. & Ireri, K. (2012). The Chimera of international community: News narratives of global cooperation. The International Journal of Communication, 6, 2337–2358; (2010). Disjuncture 2.0: Youth, Internet use, and cultural identity in Bishkek. Central Asian Survey, 29(4), 521-535; (2010). Walter Williams, country editor and global journalist: Pastoral exceptionalism and global journalism ethics at the turn of the 20th century. Journal of Mass Media Ethics, 25(3), 207-225.

RAKHMONKHOJA INOMKHOJAYEV

Senior specialist in Afghan languages, Developer, Center for Languages of the Central Asian Region (CeLCAR). Lecturer, Department of Central Eurasian Studies. Visiting Assistant Professor, SWSEEL. Appointed 2005.

Time Devoted to Inner Asian and Uralic Studies: 100%

Area Courses Taught: U299/U520 Introductory and Intermediate Pashto.

Education: Graduate, Tashkent State University, 1970.

Candidate of Philology, Institute of Oriental Studies of Academy of Sciences of USSR, Moscow, 1980.

Doctor of Philology, Supreme Attestation Committee of the Republic of Uzbekistan, 2005.

Language Pedagogy Training: Afghan language and literature, Tashkent State University, Uzbekistan, Faculty of Oriental Studies, 1970; Distance Education. Indiana University, School of Continuing Studies, 2009.

Language Competence: Pashto 3, Dari 3, Uzbek native (3), Russian 3, Tajik 3, English 3

Overseas Experience: Professor of Tashkent State Institute of Oriental Studies, Uzbekistan.

Current Research Interests: Afghan languages and literature.

Recent Publications: Pashto. An Elementary Textbook, (CeLCAR, Indiana University. 2008), 380 pages; Practical manual on Persian-Tajik aruz, (Tashkent, 2007), 67 pages; Mahmud Tarzi and Afghan enlightenment literature, (Tashkent, 2004) 164 pages (monograph); "Articles about the enlightenment literature of Afghanistan", 1999, Tashkent, 190 pages (monograph); Flowerbed of stories: Stories in Dari language of Afghanistan, (Tashkent, 1994), 93 pages; Turkic - Persian bilingualism in literature life of India in XVI century, 1993, 209 pages (monograph); Dictionary of Old Uzbek Writing, (Tashkent, 1993), 287 pages.

OWEN V. JOHNSON

Associate Professor, School of Journalism; Adjunct Professor, Department of History. Appointed 1980.

Time Devoted to Inner Asian and Uralic Studies: 25%

Area Courses Taught: J624 Russian and East European Media Systems; J660-European Journalism History; J514-International Communication

Education: B.A., Washington State University, 1968

M.A., University of Michigan, 1970

Ph.D., University of Michigan, 1978

Certificate, Russian and East European Studies, University of Michigan, 1978

Language Competence: Slovak 3, Czech 3, French 2, Russian 1, Swedish 1, Polish 1

Overseas Experience: Indiana University-Warsaw University Faculty exchange, IREX (Slovakia and Czech Republic), NCSEER & IREX (Czechoslovakia, Poland, and USSR), USIA (Czechoslovakia and Kyrgyzstan). Distinguished Fulbright Chair-Warsaw University.

Current Research Interests: History of mass media in East Central Europe; History of Russian Journalists.

Recent Publications: "Entertaining the People, Serving the Elites: Slovak Mass Media Since 1989," in *Media Transformations in the Post-Communist World: Eastern Europe's Tortured Path to Change*, edited by Peter Gross and Karol Jakubowicz (Lanham, Md.: Lexington Books, 2013), pp. 149-65; "Begetting & Remembering: Creating a Slovak Collective Memory in the Post-Communist World," *Past in the Making: Recent History Revisions & Historical Revisionism in Central Europe After 1989*, Michal Kopeček, ed., (Budapest & New York: Central European Press, 2008), pp. 125-39; "Shadows in the Searchlight: An Introduction to American Media Coverage of Czechoslovakia," *The Portrayal of Czechoslovakia in the American Print Media*, Gregory C. Ference, ed., (Boulder, Colo.: East European Monographs, 2006), pp. 1-19; "Media Legislation & Media Policy in Slovakia: EU Accession & the Second Wave of Reform," *Medijska istraživanja: Znanstveno-stručni časopis za novinarstvo i medije/ Media Research: Croatian Journal for Journalism & the Media*, with Andrej Šolkay, 11:2 (2005) pp. 67-79; "Transition Problems of Mass Media in Post-Communist Countries," *The Role of Local and Regional Media in the Democratization of the Eastern and Central European Societies*, Janusz Adamowski & Marek Jablonowski, eds., (Warsaw: Oficyna Wydawnicza ASPRA-JR, 2001).

Theses/Dissertations Chaired: 1 MA

DEFNE JONES

Associate Instructor, Turkish, Dept. of Central Eurasian Studies. Hired 2006.

Time Devoted to Inner Asian and Uralic Studies: 100%

Area Courses Taught: CEUS-T 281/681 Intermediate Turkish and CEUS-T 381/781 Advanced Turkish

Education: B.A. University of California, San Diego, 2001

M.A. Bilkent University, 2005

M.A. Indiana University, 2008

ACTFL Certified Proficiency Tester

Language Competence: English, native (3); Turkish, native (3); French (2); Arabic (1); Chagatay (1); Ottoman Turkish (1).

Overseas Experience: annual research trips to Turkey; full time MA student in Ankara, 2004-2005.

Current Research Interests: Religious revival in Turkey and its greater influence on politics and how that may engender an anti-Semitic environment. Islam and democracy.

Recent Publications: In Siret Hürsoy and Nesrin Ada (eds.), *NATO's Transformation and the Position of Turkey*, (Ege University Press, 2004), pp. 109-114; "Turkey's Changing Role in NATO," *The Diplomatic Newsbridge*, Ankor Pub., March 2004.

MICHAEL KAGANOVICH

Professor, Department of Economics. Appointed 1991.

Time Devoted to Inner Asian and Uralic Studies: 25%

Area Studies Courses Taught: Soviet Economy

Education: B.S., Leningrad State University, 1976

M.S., Leningrad State University, 1976

Ph.D., Computer Center of the USSR Academy of Sciences, 1985

Language Competence: Estonian native (3), Russian native (3)

Overseas Experience: Lived in Estonia and the USSR until 1989.

Current Research Interests: Models of economic transition; with Michael Spagat examining education and human capital in post-Communist world.

Recent Publications: "Higher Education Reform and Access to College in Russia." In: The Oxford Handbook of the Russian Economy, Oxford University Press (2013), 725 – 47; "Reform of Higher Education Finance and Access to College in Russia." CESifo DICE Report, 4 (2012), 54 – 61; "Social Security Systems, Human Capital, and Growth in a Small Open Economy," Journal of Public Economic Theory, 14 (2012), 573–600 (with Volker Meier); "The Quantity and Quality of Teachers: Dynamics of the Trade-off," Journal of Public Economics, 96 (2012), 417–429 (with Greg Gilpin); "PAYGO or Funded Social Security? A General Equilibrium Comparison," Journal of Economic Dynamics and Control, 36 (2012), 455–467.

GYÖRGY KARA

Professor, Department of Central Eurasian Studies. Appointed 1990.

Time Devoted to Inner Asian and Uralic Studies: 100%

Area Courses Taught: Classical Mongol; Mongol Languages and Dialects; Mongol Literature and Folklore; Mongolian Civilization and Folk Culture; Old Turkic in Various Scripts; Altaic Linguistics; History of Mongol Writing Systems; Mongol Shamanism and Folk Religion; Manchu Structure; Evenki Structure.

Education: Ph.D., Eötvös Loránd University, Budapest, 1961

Cand. Sc., Hungarian Academy of Sciences, 1967

Dr. Sc., Leningrad State University, 1975

Language Pedagogy Training: Participant, workshop on competency-based teaching and testing of Mongolian, Indiana University, 1992; teaching regularly since 1959.

Language Competence: Hungarian native (3), Modern Mongolian 3, English 3, Russian 2, German 2, Classical Mongolian 1, Old Turkic/Uighur 1, Manchu 1, Classical Tibetan 1, Chinese 1, Evenki 1, French 1

Overseas Experience: Born and educated in Hungary; Professor and Chair of Inner Asian Studies & Professor of Mongolian Studies, Eötvös Loránd University, Budapest; fieldwork in Mongolia and China, senior research fellow of the Institute of Oriental Studies in Leningrad, 1967-68; visiting scholar at Hokkaido Daigaku, Fall 1982; Research in the Berlin Turfan Collection (for short terms between the 1970s and 2000). Member of the Hungarian Academy of Sciences. Member of the Graduate (Doctoral) School of the ELTE University of Budapest.

Current Research Interests: Mongolian languages and cultures; Inner Asian & Altaic philology, cultural history, Ancient Turkic documents, Kitan and Jurchin scripts.

Recent Publications: "Vocabulaires mongols des Polyglottes de Yemen de'chiffre's par L. Ligeti et e'dite's avec notes additionnelles par G. Kara" in Acta Orient. Hung. 65 (2012), pp. 137-221; Dictionary of Sonom Gara's Erdeni-yin sang : a Middle Mongol version of the Tibetan Sa-skya legs bshad : Mongol-English-Tibetan (Leiden: Brill, 2009), Dongfangxue yanjiusuo Shengpidebao fensuo shou zang Halahaote ji Xiyu chutu zhongshiji Mengguwen wenxian yanjiu. Translated from English by Ao Tegen. Beijing: Minzu chubanshe, 2007; "Time in the Secret History of the Mongols" in Mongolian sudlalın ögüülliin tūwēr. Olon ulsın mongol sudlalın xolboonı yörönxiilögč, professor Šigeo Ozawa doktorın 80 nasnı oid dzoriulaw (Ulaanbaatar 2006), pp. 28-40; Book of the Mongolian Nomads. More than Eight Centuries of Writing Mongolian (Bloomington, IN, 2005); "Late Mediaeval Turkic Elements in Mongolian" Silk Road Studies V (Turnhout: Brepols, 2001); The Mongol and Manchu Manuscripts and Blockprints in the Library of the Hungarian Academy of Sciences (Budapest: Akademiai, 2000); "Mediaeval Mongol documents from Kara Khoto and East Turkestan ..." Manuscripta Orientalia, vol. 9, no. 2 (St. Petersburg 2003), pp. 3-50 (also in Chinese).

Theses/Dissertations Chaired: 2 PhDs

Language Competence:

3=Excellent, 2=Good, 1=Fair/Reading Knowledge Only

AKRAM KHABIBULLAEV

Librarian for Middle Eastern, Islamic, and Central Eurasian Studies. Appointed 2007.

Education: **MLIS** - Rutgers University, New Brunswick, NJ. – 2004

Ph.D. - Uzbek Academy of Sciences. – 1994

Major: History of Arabic Literature

Diploma (equivalent of MA), - Tashkent State University, Uzbekistan – 1984. Specialty:

Teacher of Arabic, English Languages and Arabic Literature

Language Competence: Uzbek native (3), Russian native (3), Arabic 3, English 3, Persian, Turkish and all Turkic languages of Central Asia 1.

Current Research Interests: History of Medieval Arabic Literature and Islamic Civilization; Library and Information Science

Recent Publications: Collecting Global Resources: SPEC Kit 324. Washington DC: Association of Research Libraries, 2011. Bibliography of Professor Charles Melville. In Ferdowsi, the Mongols and Iranian History: Art, Literature and Culture from Early Islam to Qajar Persia, edited by R. Hillenbrand, A. C. S. Peacock and F. Abdullaeva, xvii-xxvi. London: I.B. Tauris, 2013. Libraries in Uzbekistan: past, present and future. In Libraries in the early 21st Century: an international perspective, volume 1, edited by Ravindra N. Sharma, 375-386. Berlin: De Gruyter Saur, 2011. (co-author M. Rahmatullaev). "Zametki Mustafa Shokaia (1890-1941) na stranitskh zhurnala iz ego lichnoi biblioteki". Vestnik Evraziiskogo natsionalnogo Universiteta imeni L. N. Gumileva: Seriya Mezhdunarodnye Otnosheniia, no. 3-4 (2012); 100-10.

UMIDA KHIKMATILLAeva

Academic Specialist, Turkish Flagship Program. Visiting Assistant Professor, SWSEEL. 1996-2003; AY 2004-current

Time Devoted to Inner Asian and Uralic Studies: 100%

Area Courses Taught: Introductory, Intermediate, Advanced Uzbek; Introductory and Intermediate Turkish; Comparative Uzbek and Turkish Language Grammar; Theory of translation; Introduction to Computational Linguistics, Turkish for Specific Purposes

Education: **M.S.** Instructional Systems Technology, Indiana University, 2013

M.A., Tashkent State University, Uzbekistan, 1990

Ph.D. Candidate, Tashkent State University, 1996

Certificate in Distance Education. Indiana University, 2010

Language Pedagogy Training: Startalk training, ILR Passage Rating training, professional workshops.

Language Competence: Uzbek native (3), English 3, Russian 3, Turkish 3, Azeri 2, Kazak 2, Uyghur 2, Turkmen 2, Tatar 2, Arabic 1

Overseas Experience: Program coordinator in Samarkand, Uzbekistan; Visiting Scholar and Translator in Turkey and USA.

Current Research Interests: Turkic Languages instruction and methodology; Language Education; Online Language Learning; MOOCs.

Recent Publications: Online Uzbek Dictionary. Center for Turkic and Iranian Lexicography and Dialectology (CTILD) Website. Co-author, 2010; Multimedia Uzbek Dictionary. Center for Turkic and Iranian Lexicography and Dialectology (CTILD) Website. Co-author, 2010; Central Asian Culture Visual Dictionary. Center for Turkic and Iranian Lexicography and Dialectology (CTILD) Website. Co-author, 2010; Dictionary of Uzbek Metaphors. Center for Turkic and Iranian Lexicography and Dialectology (CTILD) Website. Co-author, 2010; Coauthor of Uzbek-English/English-Uzbek Dictionary and Phrasebook, Hippocrene Dictionary & Phrasebooks, New York, 2002.

PIIBI-KAI KIVIK

Lecturer and Language Coordinator, Department of Central Eurasian Studies. Appointed 1998.

Time Devoted to Inner Asian and Uralic Studies: 100%

Area Courses Taught: Language: Introductory, Intermediate, Advanced; Estonian Topics in Estonian culture: Old Barny, the Czar's Madman and Estonian Survival; Estonia's Place

Education: B.A., University of Tartu, 1993

M.Phil., University of Cambridge, 1997

M.A., University of Tartu, 1997

Ph.D., Linguistics, Indiana University, 2012

Language Pedagogy Training: Certificate, University of Tartu, 1993

Language Competence: Estonian 3, English 3, Russian 2, Finnish 2, German 2, French 1, Mandarin Chinese 1.

Overseas Experience: Faculty member of the Department of English, University of Tartu, 1993-1998 and 2000-2001.

Current Research Interests: Usage-based and interactional linguistics, second language acquisition, pragmatics, ethnography of communication, conversation analysis, sociolinguistics (language contact and variation), Estonian and Finnic linguistics, foreign language teaching and learning.

Recent Publications: (2010). Eestlased ja eesti keel Ameerika Ühendriikides. Tähelepanekuid kolmest kogukonnast. [Estonians and the Estonian language in the United States. Observations in three communities.] (2010). Personal pronoun variation in language contact: Estonian. With Vogelberg, K. (2003). Contrasts between the contrasters: what discussion groups can tell us about discourse pragmatics. (2002). Tähendus vestluses: kontekst, kavatsused ja suhtlemine [Meaning in conversation: context, intentions and interactions.]

DODONA KIZIRIA

Professor Emeritus, Departments of Slavic Languages and Literatures and Film Studies. Appointed 1973.

Time Devoted to Inner Asian and Uralic Studies: 25%

Area Courses Taught: R263/563 Russian Literature: Pushkin to Dostoevsky; R264/R564 Russian Literature: Tolstoy to Solzhenitsyn; R352/552 Russian and Soviet Film; R353/553 Central European Cinema; R532 Dostoevsky Language courses taught: R501 Advanced Russian Syntax & Stylistics I; Georgian in summer workshop; Georgian Individual Readings.

Education: B.A., Moscow State University, 1962

M.A., All-Union State Institute of Cinematography, Moscow, 1970

Ph.D., Indiana University, 1986

Language Competence: Georgian native (3), Russian native (3), French 3, German 2, Czech 2, Hindi 1

Overseas Experience: Native of Georgia; IREX visiting scholar to Georgia.

Current Research Interests: 19th and 20th century Russian and Georgia literature; Russian, Soviet, and Georgian cinema; Georgian language and culture.

Recent Publications: "Giorgi Saaradze: A Model for Personal Mythmaking," Saunji (Georgian magazine) (2003); "Literary Topography of Tbilisi," Amirani (Georgian newspaper), part 1 (2000), part 2 (2001); Georgian Language and Culture: A Continuing Course, with Howard Aronson (Bloomington: Slavica Publishers, 1999); Collection of Poems (Ann Arbor: Ardis, 1995); "Prayers of Remorse of King David IV the Builder," Le Museon: Revue d'Etudes Orientales 107, nos. 3-4 (1994); "Four Demons of Valentin Kataev" Slavic Review (Winter 1985).

ANTHONY KOLIHA

Time Devoted to Inner Asian and Uralic Studies: 25%

Director of International Programs, School of Global and International Studies

Education: M.A. Indiana University

Language Competence: Russian (3), French (1)

Overseas Experience: Russia, Turkey, Korea, Thailand, Brazil, Czech Republic, Hungary, Kazakhstan

JERZY KOLODZIEJ

Professor Emeritus, Department of Slavic Languages and Literature. Appointed 1989.

Time Devoted to Inner Asian and Uralic Studies: 25%

Education: B.A., Indiana University, 1962

M.A., Indiana University, 1965

Ph.D., Indiana University, 1984

Language Competence: Russian 3, Polish 3

Overseas Experience: Escort-Interpreter for Soviet groups in the United States under auspices of CIEE, two weeks each in 1973, 1975, and 1976. Various other trips to the Soviet Union and its successor states.

Recent Publications: "Elements of the Petersburg Theme in Olesha's Envy" in In Other Words...In Celebration of Vadim Liapunov (Indiana Slavic Studies: 2002); "Literary Parody as an Instrument of Political Satire" in Against the Grain. Parody, Satire and Intertextuality in Russian Literature (Slavica: 2002); "Iuliia Voznesenskaia's Women: With Love and Squalor" in Fruits of Her Plume, Essays on Contemporary Russian Women's Culture (M.E. Sharpe, 1993); "Wladyslaw Reymont" in Magill's The Nobel Prize Winners: Literature (Salem Press, 1988), pp. 303-311

NIKO KONTOVAS

Lecturer

Time Devoted to Inner Asian and Uralic Studies: 100%**Area Courses Taught:** Intro. Turkish**Education:** B.A. Linguistics, University of Chicago, 2003

M.A. Central Eurasian Studies, Indiana University, 2012

Language Competence: English (native) 3, French (native) 3, Turkish 3, Uyghur 2, Mandarin 2, Persian 2, Greek 2, Kurmanji Kurdish 2, Balkan Romani 2**Overseas Experience:** France (sporadically from childhood to present), Greece (sporadically from childhood to present), China (2006), Turkey (2007-present)**Current Research Interests:** Urban Immigration and Sociolinguistics; Historical Linguistics; Language Contact and Change; Minority Language Issues; Slang, Jargon, and Secret Languages in Medieval and Modern Central Asia and the former Ottoman Empire; Turkic Languages; Iranic Languages; Digital Humanities & Social Sciences**Recent Publications:** Singing Around Turkey: A Collection of Exemplary Folk Songs (bilingual Turkish-English translations and liner notes for the educational CD set). Inner Asian and Uralic National Resource Center, Bloomington IN [2014].**PATRICIA K. KUBOW**

Director, Center for International Education, Development and Research (CIEDR), & Professor, Educational Leadership & Policy Studies/Curriculum & Instruction, Indiana University

Time Devoted to Inner Asian and Uralic Studies: 25%**Area Courses Taught:****Education:** Ph.D. (1996), Educational Policy and Administration, University of Minnesota;

M.A. (1994), Educational Policy and Administration, University of Minnesota

B.A. (1989), English Education, Concordia College, Moorhead, Minnesota

Language Competence: English 3, Kiswahili 2, Arabic 2, German 1**Overseas Experience:** Resided in South Africa for five months, and served as Visiting Research Professor at University of the Western Cape and conducted research in Xhosa township; Conducted educational research overseas in numerous countries (including Bahrain, England, Hungary, Japan, Jordan, Kenya, South Africa, The Netherlands, and Thailand)**Current Research Interests:** Democratic citizenship education, comparative and international education, indigenous (local) knowledge and globalization, culturally relevant curriculum development.**Recent Publications:** "Democracy's rise or demise?: South African adolescent perspectives from schools in a Xhosa township. *Education and Society*, 32 (2) (2013, in press); with Fossum, P.R. (2013). Comparative education in the USA. In C. Wolhuter, N. Popov, B. Leutwyler, & K. Skubic Ermenc (Eds.), *Comparative education at universities world wide* (3rd expanded ed.) (Sofia: Bulgarian Comparative Education Society and Ljubljana University Press, Faculty of Arts, 2013); "Education and diversity in Kenya," In J.A. Banks (Ed.), *Encyclopedia of diversity in education* (Volume 3) (pp. 1298-1303) (Thousand Oaks, CA: Sage 2012); "Teacher education worldwide and the United States case. In P. Anastasiades, P. Calogiannakis, K. Karras, & C.C. Wolhuter (Eds.), *Teacher education in modern era: Trends and issues* (pp. 73-92).**Theses/Dissertations Chaired:** MA: 7/ Ph.D.: 2

Language Competence:

3=Excellent, 2=Good, 1=Fair/Reading Knowledge Only

NIYAZ KURBAN

Uyghur Language Developer, Center for Languages of the Central Asian Region

Academic Year Employer: Xinjiang University, senior researcher, adjunct professor

Time Devoted to Inner Asian and Uralic studies: 100%

Language Courses Taught: Introductory Uyghur; Advanced Uyghur

Education: B.A., History, Xinjiang University, Urumqi 1993

M.A., Historical Linguistics; Xinjiang University, Urumqi 1996

M.A., Indiana University 2008

PhD. candidate, Indiana University, in progress

Language Pedagogy Training: specialized in Chinese and Turkic translation; received special courses for written interpretation

Language Competence: Uyghur 3 (native), Arabic (2), Mandarin Chinese (3), Classical Chinese (3), Persian (3), Tajiki (3), Dari (3), Russian (3)

Overseas Experience: Born in Xinjiang, PRC, lived until 2006.

Current Research Interests: Historical linguistics, Inner Asian history, Modern Uyghur language

Recent Publications: Uyghur: An Elementary Textbook with Gulnisa Nazarova (Georgetown University Press, 2013); On'gin menggu texidukui birqanche mesile (Some problems in the On'gin Inscription)--Xinjiang Universiteti Ilmi Jorili (Journal of Xinjiang University) 2002; Ashide Yuanchen we Tonyuquq (Ashide Yuanchen and Tonyuquq: Who was who)-Xinjiang Ijtimai Penler Tetqiqati (Social Science in Xinjiang) 2001; Idiqu Uyghurlirining deslepki tarixiga ait ikki mesile (Two problems in the early history of Idiqu Uighurs) Turpanxunasliq Tetqiqati (Turpan Study) 2001; Orkhon Uyghur hanliqining qurulgan waqti heqqide yengi izdinix (A new view on the establishment date of the Uighur Empire) -Xinjiang Ijtimai Penler Tetqiqati (Social Science in Xinjiang) 2001; Uyghurlarda Buddisim (The Spread of Buddhism among the Uighurs during the 7th -9th centuries) Xinjiang Ijtimai Penler Tetqiqati (Social Science in Xinjiang) 2000.

HIROAKI KUROMIYA

Professor, History. Appointed 1990

Time Devoted to Inner Asian and Uralic studies: 10%

Area courses taught: D320/R500 Modern Ukraine; H640 Russian Historiography; J300 World War II; D310/R500 Russian Revolution and Soviet Regime.. H640 Soviet History, H740 Seminar in Russian History, D200, Russian History through Films, J300 Stalin and Mao, J300 The Cold War;

Current research interests: 20th century Ukrainian history, Stalinism, and modern Russian history.

Education: B.A., Tokyo University, Japan, 1977

M.A., Tokyo University, Japan, 1979

Ph.D., Princeton University, 1985

Academic experience: 30 years post-secondary teaching

Language competence: Russian 3, Ukrainian 3, German 2, French 2, Polish 2, Chinese 1, Mongolian 1, Belarusan 1, Japanese (native)

Overseas experience: Russia, Ukraine, England, Germany, France, Japan, Georgia, China, Poland, Austria, Sweden, Finland, Holland, Serbia, Bulgaria, Hungary, Slovenia, Croatia, Czech Republic, Slovakia, Latvia, Estonia, Switzerland, Italy, Turkey, etc.

Recent publications: *Conscience on Trial: The Fate of Fourteen Pacifists in Stalin's Ukraine, 1952—1953*. Toronto, Buffalo and London: University of Toronto Press, 2012; *Między Warszawą a Tokio: Polsko-Japońska współpraca wywiadowcza 1904--1944*. Toruń, Poland: Adam Marszałek, 2009 (co-authored with Andrzej Pepoński); (co-authored with Paweł Libera) "Notatka Włodzimierza Bączkowskiego na temat współpracy polsko-japońskiej wobec ruchu prometejskiego (1938)," *Zeszyty historyczne*, v. 169 (Paris, 2009), pp. 114–35; (co-authored with Georges Mamoulia) "Anti-Russian and anti-Soviet Subversion: The Caucasian-Japanese nexus," *Europe-Asia Studies*, 61: 8 (October 2009), pp. 1415–1440.; Pamphlet (23 pp.): *Stalin's Great Terror and Espionage* (Seattle, WA: The National Council for Eurasian and East European Research, 2009).

Supervision of student research last 5 years: 3 MA theses.

EDWARD J. LAZZERINI

Academic Specialist, Central Eurasian Studies, Director, Denis Sinor Research Institute for Inner Asian Studies. Director, Inner Asian and Uralic National Resource Center. Executive Director, Central Eurasian Studies Society. Adjunct Professor, History. Appointed 2002.

Time Devoted to Inner Asian and Uralic Studies: 100%

Area Courses Taught: Islam and Modernity in Central Eurasia, 1850-2008; Rus, Khazars, and Bulgars: Ambition and Competition in the Heart of Central Eurasia, 8th-13th Centuries; Russia and its Orient, 1552-1914; The Volga-Kama Region, 13th-19th Centuries; Empires at Odds: Russia and China from the Treaty of Nerchinsk to 1914 (no course numbers assigned).

Education: B.A., Trinity College, 1965

M.A., Fordham University, 1967

Ph.D., University of Washington, Seattle, 1973

Language Competence: English native (3), Russian 3, French 3, German 2, Modern Turkish 2, Ottoman Turkish 1, Crimean Tatar 2, Volga Tatar 2, Italian 1

Overseas Experience: Research in Russia, Ukraine (especially Crimea), Tatarstan, Azerbaijan, Turkey, China, England, France, Germany, Austria, Finland.

Current Research Interests: Ismail Bey Gasprinskii and Turkic Modernism; The Cartoon and Turkic Public Opinion in Late Imperial Russia; From Tajdid to Jadid: the Varieties and Evolution of Tatar Thought, 1750-1931.

Recent Publications: "Theory, Like Mist on Glasses...": A Response to Laura Adams." (Fall, 2008); Editor: The Supplement to the Modern Encyclopedia of Russia, Soviet, and Eurasian History, Vol. 3. (2001); The Chinese Revolution. (1999); Editor: Russia's Orient, with Brower, Daniel R, (1997).

Theses/Dissertation Chaired: 5 PhD/ 11 MA

TSERENCHUNT LEGDEN

Senior Lecturer, Department of Central Eurasian Studies. Appointed 2004.

Time Devoted to Inner Asian and Uralic Studies: 100%

Area Courses Taught: Introductory Mongolian, Intermediate Mongolian, Advanced Mongolian; Intensive Introductory Mongolian at SWSEEL.

Education: B.A., Pedagogical Institute of Irkutsk, 1980

M.A., Linguistics, University of Humanities, Ulaanbaatar, 1997

Doctoral Candidate, Teaching Mongolian as a Second Language, State University of Education, Ulaanbaatar, 2003-present

Language Pedagogy Training: Participant in workshops on the Teaching of Foreign Languages at IU, 2004-present; Graduate of English Language Intensive Program for Graduate Students, Mongolian National University, Ulaanbaatar, Mongolia, 1994-1996; Participant in training on teaching Intensive Russian, Academy of Management, Moscow, 1984; Graduate of advanced program on methodology of teaching foreign languages, Pushkin's Institute of Russian Language, Moscow, 1982-1984

Language Competence: Mongolian native (3), Russian 3, English 3

Overseas Experience: Born in Mongolia, educated in Russia and Mongolia. Participant in Asian Congress on Language Learning, Chiang Mai, Thailand, 2004; Participant and Mongolian Language and Culture Instructor for Korean Overseas Volunteers' trainings in South Korea, Seoul, Korea, 1999.

Current Research Interests: Teaching Mongolian as a foreign language; Comparative study of Mongolian and English; The Phonology of Mongolian

Publications: "Mongolian Language Reading and Listening Modules"—online learning materials, with the Center for Languages of the Central Asian Region at Indiana University, Bloomington, IN, 2006-present; Pursuing the historical traces of the Mongol Empire's ancient capital Kharhorin: Is its name "Kharhorin" or "Qara Qorum"? Mongolian newspaper: Daily News: Issue # 264, 2006 and the Journal of the Mongolian Academy of Science: Proceedings of the Mongolian Academy of Sciences, pp.67-71, Ulaanbaatar, Mongolia, 2006; "Proficiency and Achievement Oriented Program on Mongolian for Foreigners", Materials of International Research Conference: Mongolian Language and Culture Acquisition, 63-65; Ulaanbaatar, Mongolia, 2004; a series of Sain baina uu Mongolian Language Textbook I, II, II, Tserenchunt Legden and Sharon Luethy, 2000, 2001, 2002, Ulaanbaatar, Mongolia; Mongolian Language Survival Course for Foreigners, Tserenchunt Legden and Sharon Luethy, 2002, Ulaanbaatar, Mongolia.

Language Competence:

3=Excellent, 2=Good, 1=Fair/Reading Knowledge Only

WEN-LING LIU

Librarian for East Asian Collection and Tibetan Studies

Time Devoted to Inner Asian and Uralic studies: 25%

Education: M.L.S. Indiana University, 1983

B.A. English Department, Tamkang University, Taiwan, 1974

Language Competence: Chinese (3), English (3), Japanese (1), Korean (1)

Overseas Experience: Taiwan (born and educated)

Current Research Interests: China, Japan, and Taiwan

Recent Publications: co-authored, "Council on East Asian Libraries Statistics 2011--2012 for North American Institutions." *Journal of East Asian Libraries* 156 (Feb. 2013): 53-69; "Yindianna da xue Dongya tu shu guan 印第安纳大学东亚图书馆." *Dong xue xi jian: Bei Mei zhu ming Dongya tu shu guan bai nian shi* 东学西渐：北美著名东亚图书馆百年史. Edited by Zhou Xinping. Beijing: Gao deng jiao yu chu ban she, 2012; *Collecting Global Resources*, SPEC Kit 324. Washington, D.C.: Association of Research Libraries, September 2011. Joint editor of a project conducted by seven members of the Area Studies Department, Indiana University Libraries; "Commercial Databases in East Asian Studies." *Journal of East Asian Libraries* 151 (June 2010):13-27; "The East Asian Collection at Indiana University." *Collecting Asia: East Asian Libraries in North America, 1868-2008*. Edited by Peter X. Zhou. Association for Asian Studies, March 2010. pp. 210-220.

PAUL LOSENSKY

Associate Professor, joint appointment in Central Eurasian Studies and Comparative Literature.

Appointed 1994.

Time Devoted to Inner Asian and Uralic Studies: 50%

Area Courses Taught: Elementary, intermediate, and advanced Persian; Research in Classical Persian Texts (various topics); Persian Mystical Literature (in English); Literature and Cinema of Modern Iran (in English); Journeys in the Thousand and One Nights; Poetics of Mysticism; History and Theory of Translation.

Education: B.A., University of Chicago, 1979

Ph.D., University of Chicago, 1993

Language Competence: Standard, Colloquial Iranian, and Tajik Persian 3, Arabic 2, Spanish 2, French 1, German 1, Turkish 1

Overseas Experience: Egypt, Jordan, Tajikistan, Iran.

Current Research Interests: Persian literature and literary history, in particular the literature of the 16th and 17th centuries in Iran, India, and Central Asia; literature, architecture, and topography; Sufism and literature; biographical writing; comparative studies in the Baroque; translation and translation studies.

Recent Publications: In the Bazaar of Love: The Selected Poetry of Amīr Khusrau, translated with an introduction by Paul E. Losensky and Sunil Sharma (London: Penguin Global, 2012.); "Vintages of the Sāqī-nāma: Fermenting and Blending the Cupbearer's Song in the Sixteenth Century." *Iranian Studies* 47 (2014): 131-157; "To Revere, Revise, and Renew: Šā'ib of Tabriz Reads the Ghazals of Rūmī," *Mawlana Rumi Review* 4 (2013): 10-49; "Coordinates in Space and Time: Architectural Chronograms in Safavid Iran," in *New Perspectives on Safavid Iran: Empire and Society*, edited by Colin P. Mitchell, 198-219 (New York: Routledge, 2011); "Poetics and Eros in Early Modern Persia: The Lovers' Confection and The Glorious Epistle by Muhtasham Kāshānī," *Iranian Studies* 42 (2009): 745-764; "The Creative Compiler: the Art of Rewriting in 'Attar's Tazkirat al-awliyā," *The Necklace of the Pleiades: Studies in Persian Literature Presented to Heshmat Moayyad on his 80th Birthday*, ed. Franklin Lewis and Sunil Sharma (West Lafayette, IN: Purdue University Press, 2007), pp. 107-119; numerous articles for the *Encyclopedia of Islam*, 3rd edition and *Encyclopaedia Iranica*.

Theses/Dissertation Chaired: 2 PhD/2 MA

Language Competence:

3=Excellent, 2=Good, 1=Fair/Reading Knowledge Only

MARJORIE A. LYLES

OneAmerica Chair of Business Administration, Chancellor's Professor, Professor of International Strategic Management, Kelley School of Business. Appointed 1990.

Time Devoted to Inner Asian and Uralic Studies: 25%

Area Courses Taught: D594 Competitive Strategy in Global Industries; W516 Organizational Development and Change; D546 China in Transition.

Education: **B.S.**, Carnegie Mellon University, 1969

MLS. University of Pittsburgh, 1971

Ph.D., University of Pittsburgh, 1977

Overseas Experience: Visiting Professor and Scholar at the following: National Institute of Development Administration, Thailand; European Institute of Business Administration, France; Universiti Sains, Malaysia; University of St. Gallen, Switzerland; Arthur Andersen Distinguished Visiting Professor, Cambridge University; Research Fellow at Lancaster University (UK); Lectures at Central European University (Budapest).

Current Research Interests: International strategy; joint ventures and alliances; organizational learning; performance of foreign direct investment projects.

Recent Publications: Editor: Blackwell Handbook of Organizational Learning and Knowledge Management with Easterby-Smith, M., (Oxford: Blackwell, 2002); "Explaining IJV survival in a transitional economy through social exchange and knowledge-based perspectives," with Steensma, K., Strategic Management Journal, (21(8), (2000)), 831-852; "The Dynamics of Relational Embeddedness: Tacit and Explicit Learning in International Joint Ventures," with Dhanaraj, C., Steensma, K. & Tihanyi, L., Journal of International Business Studies, 35 (5): 428-443 (2004); "The Evolving Value of Foreign Partnerships in Transitioning Economies," with Steensma, K., L. Tihanyi, & C. Dhanaraj. Academy of Management Journal, 48 (2): 213-235 (2005).

PAUL MARER

Professor Emeritus of International Business, Kelley School of Business. Appointed 1975.

Time Devoted to Inner Asian and Uralic Studies: 50%

Area Courses Taught: D301 International Business Environments; D503 Essentials of International Business; D504 International Business Operations; D545 International Business Management of Russia and Eastern Europe in Transition; D546 China in Transition (continuation of D545--China case study compared to Russia and East Europe); X699 Doctoral Seminar in International Business.

Education: **B.A.**, Florida Southern College, 1961

M.A., University of Pennsylvania, 1962

Ph.D., University of Pennsylvania, 1968

Language Competence: Hungarian native (3)

Overseas Experience: ACLS, Ford Foundation, NSF, USIA, and Fulbright-Hays grants for Soviet Union, Germany, Bulgaria, Romania, Hungary, Poland, and the former Yugoslavia.

Current Research Interests: Economic transformation of former centrally planned economies; business cultures in market and transforming economies.

Recent Publications: "Hungary's Economic Transformation, 1990-1998," Dilemmas of Transformation: The Hungarian Experience (1999); "Tungsram," Corporate Government in Central Eastern Europe: Case Studies of Firms in Transition (1998); "Introducing Culture in Business Courses," Cibernewsletter (1998); "Foreign Investment Brings a Clash of Cultures," Transition 8:1 (World Bank, 1997); "Hungary's Welfare State in Transition: Structure, Initial Reforms, and Recommendations," Policy Study No. 3 of the Joint Hungarian-International Blue Ribbon Commission (Indianapolis: Hudson Institute, 1994); "Economic Relations Between Eastern, Central, and Western Europe: An Historical Perspective," Ivan T. Berend, ed., Transition to a Market Economy at the End of the 20th Century (Munich: Sudosteuropa-Gesellschaft, 1994).

Language Competence:

3=Excellent, 2=Good, 1=Fair/Reading Knowledge Only

TERRENCE MASON

Professor, Department of Curriculum and Instruction, School of Education. Director, Center for Social Studies and International Education. Appointed 1994.

Time Devoted to Inner Asian and Uralic Studies: 25%

Area Courses Taught: EDUC-J500 – Curriculum in the Context of Instruction; EDUC-E325 - Social Studies in the Elementary Schools

Education: B.A., UCLA, 1972

M.A., UCLA, 1982

Ph.D., UCLA, 1986

Current Research Interests: Civic education, teacher preparation, and social studies curriculum

Recent Publications: Helfenbein, R. J. Mason, T.C. (2012). Ethics, international curriculum work, and the practice of freedom. In Mason, T.C. Helfenbein R. J. (Eds.) Ethics and International Curriculum Work: The Challenges of Culture and Context, Charlotte, NC:Information Age Publishing, ix-xvi; Mason, T.C. Helfenbein R. J. (Eds.) (2012). Ethics and International Curriculum Work: The Challenges of Culture and Context, Charlotte, NC:Information Age Publishing; Mason, T. C. (2012). Ethics and democracy education across borders: The case of Civitas International. In Mason, T.C. Helfenbein R. J. (Eds.) Ethics and International Curriculum Work: The Challenges of Culture and Context, Charlotte, NC:Information Age Publishing, 3-23; Mason, T.C. Delandshere, G. (2010). Citizens not research subjects: Toward a more democratic civic education inquiry methodology. *Inter-American Journal of Education for Democracy*, 3, (1), 5-26.

VICKY J. MERETSKY

Associate Professor, School of Public and Environmental Affairs. Appointed 1997.

Time Devoted to Inner Asian and Uralic Studies: 25%

Education: B.S., Biological Sciences, Cornell University, 1980

M.S., Wildlife Ecology, Humboldt State University, 1988

M.S., Statistics, University of Arizona, 1993

Ph.D., Wildlife Ecology, University of Arizona, 1995

Language Competence: French 2, Spanish 1, Russian 1

Overseas Experience: Research in Kyrgyzstan, Kazakhstan, Israel, and Mexico

Current Research Interests: Conservation of natural resources in Central Asia; conservation of biodiversity in managed landscapes; resolving conflicts between endangered species management and ecosystem management.

Recent Publications: Meretsky, V.J., L.A. Maguire, F.W. Davis, D.M. Stoms, J.M. Scott, D. Figg, D. Goble, D.B. Griffith, S.E. Henke, J. Vaughn, and S.L. Yaffee. 2012. A state-based national network for effective wildlife conservation. *BioScience* 62:970-976; Hellmann, J.H., V.J. Meretsky, and J.S. McLachlan. 2012. Strategies for reducing extinction risk under a changing climate. Chapter 17 in Hannah, L. (ed). *Saving a Million Species: Extinction Risk From Climate Change*. Island Press; Farmer, J.R., D. Knapp, V.J. Meretsky, C. Chancellor, and B.C. Fischer. 2011. Motivations influencing the adoption of conservation easements. *Conservation Biology* 25:827-834; Meretsky, V.J., J.W. Atwell, and J.B. Hyman. 2011. Migration and conservation: frameworks, gaps, and synergies in science, law, and management. *Environmental Law* 41:447-534; Meretsky, V.J., V. Brack, Jr., T.C. Carter, R. Clawson, R.R. Currie, T.A. Hemberger, C.J. Herzog, A.C. Hicks, J.A. Kath, J.R. MacGregor, R.A. King, and D.H. Good. 2010. Digital photography improves consistency and accuracy of bat counts in hibernacula. *Journal of Wildlife Management* 74(1):166-173; Brittain, R, V. Meretsky, J. Gwinn, J. Hammond, and J. Riegel. 2009. Northern saw-whet owl (*Aegolius acadicus*) autumn migration magnitude and demographics in south-central Indiana. *Journal of Raptor Research* 43(3):199-209; Meretsky, V. 2005. Biodiversity conservation: risk assessment and management. In *Proceedings of the Azerbaijan National Man and the Biosphere Committee*. UNESCO.

RUTH MESERVE

Independent Scholar.

Time Devoted to Inner Asian and Uralic Studies: 100%**Education:** B.A., University of Kansas, 1966

M.A., Indiana University, 1983

Ph.D., Indiana University, 1987

Overseas Experience: Research in the former Soviet Union, Mongolia, China, and Eastern Europe.**Current Research Interests:** Mongolian livestock breeding, traditional Mongolian medicine, traditional nomadic culture.

Recent Publications: Editor: *The Black Master: Essays on Central Eurasia in Honor of György Kara on His 70th Birthday*, with Stéphan Grivelet, Agnes Birtalan, and Giovanni Stary, (Wiesbaden: Harrassowitz Verlag, 2005); "A Mongolian Medicinal Plant List," *Journal de la Société Finno-Ougreinne* 90 (2004): 67-100; "The Snowcocks of Central Asia and Mongolia," in *The Black Master: Essays on Central Eurasia in Honor of György Kara on His 70th Birthday*, edited by Stéphan Grivelet, Ruth E. Meserve, Agnes Birtalan, and Giovanni Stary, (Wiesbaden: Harrassowitz Verlag, 2005), pp. 75-83; "The Grievs of the World," *Altaica* (Moscow) X (2005): 66-84; "History in the Search for Precedent: 'Animal Judgements'" *Altaica* 5 (Moscow 2001); "The Uses of Blood in Traditional Inner Asian Societies," in *Religion, Customary Law, and Nomadic Technology*, Toronto Studies in Central and Inner Asia, No. 4, edited by Michael Gervers and Wayne Schlepp (Toronto: Joint Center for Asia Pacific Studies, 2000); "The Expanded Role of Mongolian Livestock Classification," *Acta Orientalia* 53 (Budapest: 2000).

JOHN L. MIKESELL

Chancellor's Professor, School of Public and Environmental Affairs. Appointed 1973.

Time Devoted to Inner Asian and Uralic Studies: 25%**Area Courses Taught:** V550 Government Finance in Transitional Economies.**Education:** B.A., Wabash College, 1964

M.A., University of Illinois (Urbana), 1965

Ph.D., University of Illinois (Urbana), 1969

Overseas Experience: World Bank Public Expenditure Review, appraisal mission, Dushanbe, Tajikistan, March 2002; visited Volga Region Academy for Civil Service, Saratov, Russia for lecturing and review of curriculum, May - June 2002; State Department Grant: Public Administration Partnership -- Volga Region Academy for Civil Service and School of Public & Environmental Affairs, Indiana University; State Department Grant: Public Administration Partnership -- Northwest Academy for Public Administration and School of Public & Environmental Affairs, Indiana University; Lincoln Institute for Land Policy Grant: "Land Value Taxation to Support Local Government in Russia: A Case Study of Saratov Oblast;" Lincoln Institute for Land Policy Grant, "Financing Local Public Infrastructure in the People's Republic of China: A Case Study of Guangdong Province;" Senior Research Fellow, Peking University -- Lincoln Institute Center for Urban Development and Land Policy.

Current Research Interests: Governmental finance, especially questions of policy and administration of sales and property taxation; state lotteries; public budgeting; public finance in countries of the former Soviet Union.

Recent Publications: "State Sales Taxes in 2010: Collections Still in Recession," *State Tax Notes*, 60 (June 6, 2011); *Fiscal Administration: Analysis and Applications for the Public Sector*. Homewood, Illinois: The Dorsey Press, 1982. Second edition, 1986. Belmont, California: Brooks/Cole. Third edition, 1991. Fourth edition, 1995. Belmont, California: Wadsworth Publishing. Fifth edition, 1999. Dallas, Texas: Harcourt Brace Jovanovich. Sixth edition, 2003. Belmont, California: Thomson/Wadsworth. Seventh edition, 2007. Eighth edition, 2010; "Financing Local Public Infrastructure: Guangdong Province," in J. Man and Y-H. Hong, ed., *China's Local Public Finance in Transition* (Cambridge, Mass.: Lincoln Institute of Land Policy, 2010). (with J. Ma, A. Ho, and M. Niu); "Data Challenges in Implementing a Market Value Property Tax: Market and Market-Informed Valuation in Russia, Ukraine, and the Baltic States," in Roy Bahl, Jorge Martinez-Vazquez, and Joan Youngman, ed., *Making the Property Tax Work, Experiences in Developing and Transitional Countries*. Cambridge, Mass.: Lincoln Institute for Land Policy, 2008; "Cadastral Valuations for the Land Tax in the Russian Federation: The New Market-Informed Valuation System," *Journal of Property Tax Assessment and Administration*, 4 (Number 3, 2007)

Language Competence:

3=Excellent, 2=Good, 1=Fair/Reading Knowledge Only

JASON MOKHTARIAN

Assistant Professor, Department of Religious Studies. Assistant Professor, Department of Jewish Studies.

Time Devoted to Inner Asian and Uralic studies: 25%

Area Courses Taught:

Education: B.A., English, University of Chicago, 2001

M.A., Divinity in the History of Judaism from the University of Chicago, 2004

M.A., Ancient Iranian Studies, University of California, Los Angeles, 2006

PhD. Early and Late Antique Judaism, University of California, Los Angeles, 2011

Language Pedagogy Training:

Language Competence: Hebrew 3; Aramaic 3; Middle Persian 3

Overseas Experience: Israel

Current Research Interests: Ancient Judaism, Rabbis, Jews of Ancient Persia, Talmud in its Iranian Context, Ancient Iranian Studies.

Recent Publications: "Empire and Authority in Sasanian Babylonia: The Rabbis and King Shapur in Dialogue," *Jewish Studies Quarterly*, Volume 19.2 (2012), 148-180; "Rabbinic Depictions of the Achaemenid King Cyrus the Great: The Babylonian Esther Midrash (bMeg. 10b-17a) in its Iranian Context," in *The Talmud in its Iranian Context*, eds. Carol Bakhtos and M. Rahim Shayegan (Mohr Siebeck: Tübingen, 2010), 112-139.

FATIMA MOLDASHOVA

Kazakh Language Instructor (2007-2009 academic years), SWSEEL, Summers: 2007-2008

Time Devoted to Inner Asian and Uralic Studies: 100%

Area Courses Taught: Introductory, Intermediate, Advanced Kazakh, ADLS reading class

Education: B.A., Aktobe State University 2005, Aktobe city, Kazakhstan

West Kazakhstan Law Institute 2007, Aktobe city, Kazakhstan

M.A., TESOL Applied Linguistics 2009 Indiana University, Bloomington, IN

Language Pedagogy Training: Teaching Internship at elementary school #38, #21(2004-2005), Aktobe city; Teacher of English in Foreign Languages Department (2005-2007), Aktobe State University Teacher of English at Educational Advising Center "Bilim – Central Asia" (2006-2007), Aktobe city Kazakhstan Teacher of English (Oct – Dec 2008) «Evening English», Indiana University

Language Competence: Kazakh native (3), Russian 3, English 3

Overseas Experience: Kazakh language instructor (2007-2009), Indiana University.

Current Research Interests: Methods of teaching second language to adults; teaching vocabulary in another language; language teaching pedagogy.

PATRICIA MULLER

Executive Associate Director and Director of Research and Evaluation, Center for Evaluation & Education Policy

Time Devoted to Inner Asian and Uralic Studies: 25%

Education: BS (Applied Social Sciences), State University of New York, 1990

MS (College Student Personnel Administration), Indiana University, 1992

PhD (Higher Education), Indiana University, 1999

Language Competences: Spanish 2

Overseas experience: People's Republic of China, France, Finland, United Kingdom

Recent publications: Muller, P., Ruddy, A., Moss, M. Williams, A. Inter-organizational collaboration in operations assessment. In Williams, A., Bexfield, J., Farina, F.F., and J. deNijs (Eds.), *Innovation in Operations Assessment: Recent Developments in Measuring Progress in Conflict Environments*. Norfolk, VA: North Atlantic Treaty Organization (NATO), Headquarters Supreme Allied Commander Transformation (2013). Muller, P., McCormick, K, Ramos, F. *The Impact and Effectiveness of the Pacific Institutes PX2 Program on High School Student*, Center for Evaluation and Education Policy. (2012)

Distinctions: Principal investigator and project director for more than \$12 million in funded research and evaluation contracts and grants. Principal investigator for the evaluation of four Title VI National Resource and Area Studies Center programs at Harvard University; and involved in the development and implementation of the evaluations of Indiana University's Title VI programs across the past eight years. Developing a theoretical framework for joint evaluation (collaboration) for the North Atlantic Treaty Organization (NATO); leading two U.S. Department of Education's Institute of Education Sciences (IES) randomized controlled trial studies; directing a state-wide evaluation of Reading First for the Ohio Department of Education; leading an evaluation of the impact and effectiveness of the IES in meeting its mission and priorities.

RICHARD NANCE

Associate Professor, Department of Religious Studies; Adjunct Assistant Professor, Department of Central Eurasian Studies; Core Faculty, Dhar India Studies Program.

Time Devoted to Inner Asian and Uralic studies: 50%

Area Courses Taught: Introduction to Buddhism; Tantric Buddhism; Buddhist Philosophy in India; Buddhist Art in India and Tibet; Embodying Nirvāṇa

Education: B.F.A. New York University, 1991.

A.M. University of Chicago, 1997.

Ph.D. University of Chicago, 2004

Language Competence: English 3, Sanskrit, Classical Tibetan, French, German

Overseas Experience: Approximately four-five months in Buryatia, one month in S. India, one month in Nepal, one month in China, one month in Mongolia. My work to date has been principally focused on developments in Buddhism during the first millennium CE as these developments are reflected in texts; to date, extended fieldwork has not been necessary.

Current Research Interests: Indian and Tibetan Buddhism; Commentarial Rhetoric and Practice; Buddhist Philosophy in Comparative Perspective.

Recent Publications: "Mindsets and Commentarial Conventions among Indian Buddhists," *Journal of the American Academy of Religion* (in press). "The Voice of Another: Speech, Responsiveness, and Buddhist Philosophy." S. Emmanuel, ed. *A Companion to Buddhist Philosophy* (Wiley-Blackwell, 2013); "Buddhist Hermeneutics." *Oxford Bibliographies Online* (2013); *Speaking for Buddhas: Scriptural Commentary in Indian Buddhism* (Columbia University Press, 2012); "Tall Tales, Tathāgatas and Truth: On the 'Privileged Lie' in Indian Buddhist Literature." *Journal of the International Association of Buddhist Studies* (2011).

GULNISA NAZAROVA

Senior Lecturer, Department of Central Eurasian Studies. Uyghur Language Developer, Center for Languages of the Central Asian Region. 2005-present.

Time Devoted to Inner Asian and Uralic Studies: 100%

Area Courses Taught: Teaching of Introductory, Intermediate, Advanced, ADLS Uyghur and Developing learning materials and Proficiency Testing at CeLCAR.

Education: M.A., Ivanovo State University, 1987

P.h.D., Kazakhstan, 1992

Language Competence: Uyghur native (3), Uzbek 3, Russian 3, Turkish 2, English 2

Current Research Interests: Uyghur language; Comparative lexicology of Turkic languages; Problems of Etymology; Ethnography; Methods of Teaching.

Recent Publications: Lexicology of Turkish, (2003, Tashkent, Uzbekistan [in Russian]); Introduction to linguistics, (2000, Tashkent, [in Russian]); Indo-European Elements in Turkic languages, (Muenster, Germany 2005); The Function of Chinese Borrowings in Modern Uyghur, (Tashkent 2004); "A famous Uyghur Scholar Ghoghmet Sedveqasov," Ittipaq, July, 2003, Bishkek, Kyrgyzstan; Sanskrit Elements in Modern Turkic Languages, (Tashkent 2002); Semantic Motivation during the Nomination, (Tashkent 1997); Persian Loans in Modern Uyghur, (Almaty, Kazakhstan 1992).

MARTHA NYIKOS

Associate Professor, Department of Language Education. Director, Foreign & Second Language Education Program. Appointed 1993.

Time Devoted to Inner Asian and Uralic Studies: 25%

Area Courses Taught: Materials & Curriculum Development in Language Teaching (also on Internet); Methods for Teacher Educators; Learning Strategies & Styles in Foreign Language Learning (internet course); Theory into Practice in Foreign Language Teaching; Cooperative Approaches to Teaching Foreign Languages and English as a Second Language; Teaching Culture Through Literature; Advanced Study of Foreign Language Teaching; Language, Literacy, Identity & Power.

Education: B.A., Washington and Jefferson College, 1973

M.A., University of Pittsburgh, 1979

Ph.D., Purdue University, 1987

Language Pedagogy Training: Certification in TESOL, Applied Linguistics, University of Pittsburgh, 1975

Language Competence: Hungarian 3, German 3, French 1

Overseas Experience: Curriculum specialist, Fulbright Group Study Abroad Grants, Cameroon, 1996, 1999; Teacher Education Reform, Spain, 1996; English Language Teacher Education (ELTE), Eötvös Lorand University, Budapest, Hungary, 1995; English for Specific Purposes, American Studies Center, Baku State University, Azerbaijan, 2000, Mahasarakham University, Thailand (2007).

Current Research Interests: Heritage language erosion and maintenance; language learning strategy use and development; teacher collaboration, constructivist approaches and resistance factors in teacher development and change; cognitive and socialization factors in language learning for foreign languages.

Recent Publications: Gender in language learning. (2008); "A review of vocabulary learning strategies research: Focus on language proficiency and learner voice," With Fan, M. (2007).; "Gender in language learning. (2007); "Heritage language maintenance in children of international scholars. (2004); "The Effect of Key Background Variables on High School Learning Strategies," (2000); "Guest editor, "Interaction, Collaboration, and Cooperation: Learning Languages and Preparing Language Teachers," Modern Language Journal (1997); co-authored with R. Hashimoto, "Constructivist Theory Applied to Collaboration: In Search of ZPD," Modern Language Journal 81:4 (1997)

CHRISTINE L. OGAN

Professor Emerita, School of Journalism. Professor Emerita, School of Informatics. Professor Emerita, Department of Near Eastern Languages and Cultures. Appointed 1981.

Time Devoted to Inner Asian and Uralic Studies: 25%

Area Courses Taught: J614 Communication and National Development; J514 International Communication; J530 Issues in New Communication Technology; J490 Reporting Workshop

Education: B.S., Bowling Green State University, 1963

M.A., Bowling Green State University, 1964

Ph.D., University of North Carolina, 1976

Language Competence: Turkish 3

Overseas Experience: Fulbright Senior Lecturer and Researcher, Dept of International Relations, Middle East Technical University, Ankara, Turkey, Spring 1997; fieldwork on Turkish migrants in Amsterdam, 1997, 1998, 1999; Lecturer, Bocconi University, summer 1996 (Milan, Italy); selection committee member for IREX in Yerevan and Moscow, 1996; Summer research conducted in Turkey; Research in England, Summer 1983; taught 2 years at Ankara Koleji in Ankara, Turkey, 1967-69; taught 2 years at Hacettepe University in Ankara, Turkey, 1968-70

Current Research Interests: Issues of the intersection of communication technologies and international communication.

Recent Publications: Ogan, Christine L., M. Ozakca and J. Groshek, "Embedding the Internet in the Lives of College Students: On line and Offline Behavior," Social Science Computer Review, (2007); Guest co-Editor (with Leen d'Haenens) and co-author of "Introduction" and "Methodological Approaches to Studying Immigrant Communities: Why Flexibility is Important." Communications: The European Journal of Communications Research; With Randal A. Beam, "Trends and Prospects for the Mass Media in a Changed Media Environment." (2008); Ogan, Christine, Jean Robinson, Manju Ahuja and Susan Herring, "Gender Differences among Students in Computer Science and Applied Information Technology," (2006).

ÖNER ÖZÇELİK

Assistant Professor, of Turkic and Central Asian Linguistics and Second Language Acquisition in Central Eurasian Studies. Director, Center for Languages of the Central Asian Region. Former Director, Chief Applied Linguist, Turkish/Turkic Flagship Program of the Department of Defense.

Time Devoted to Inner Asian and Uralic studies: 100%

Language Courses Taught: Structure of Turkish,

Area Courses Taught:

Structure of Turkish

Education: B.A., Department of Foreign Language Education, Boğaziçi University, 2004

M.A., Department of Linguistics, University of Pittsburgh, 2006

PhD. Department of Linguistics, McGill University, 2012

Language Pedagogy Training: Graduate Certificate in TESOL, University of Pittsburgh

Language Competence:

Overseas Experience:

Current Research Interests: Second language acquisition with an emphasis on Turkish and Turkic languages; phonology and phonetics (with an emphasis on prosody) prosody-syntax interface; phonology-morphology interface.

Recent Publications: Redefining the prosodic hierarchy. Phonology in the 21st century: In honor of Glyne Piggott; Nagai, Miho & Öner Özçelik. 2012. Syntactic positions of Turkish bare NPs: The view from aspect and prosody. Proceedings of the 29th West Coast Conference for Formal Linguistics (WCCFL 29), Tucson, AZ: Coyote Papers: University of Arizona Working Papers in Linguistics; White, Lydia, Alyona Belikova, Paul Hagstrom, Tanja Kupisch, Öner Özçelik. 2012. Restrictions on definiteness in second language acquisition: Affirmative and negative existentials in the L2 English of Turkish and Russian speakers. Linguistic Approaches to Bilingualism 2:1. Amsterdam: John Benjamins. p. 54-89.

K. ANNE PYBURN

Provost Professor, Department of Anthropology. Professor, Adjunct Professor, Department of Central Eurasian Studies. Adjunct Professor, Center for Latin American and Caribbean Studies, Ancient Studies. Appointed 1992.

Time Devoted to Inner Asian and Uralic studies: 25 %

Area Courses Taught: Area specific courses under construction; relevant courses include Archaeological Ethics and archaeological methods, Archaeology of Central Asia

Education: B.A. Reed College, 1977

M.A. University of Arizona, 1984

Ph.D. University of Arizona, 1989

Language Competence: English native, Spanish 3

Overseas Experience: All work in Central Asia less than 3 months in duration; longer periods in Britain, Sweden, West Africa, Yemen, Columbia, Peru, Belize, Mexico

Current Research Interests: (Central Asia only) Community Cultural Resource Management for the Silk Road; Culture and Society through the Anthropological Lens, Chau Hiix Project: Development of an ancient Maya City; The Davis Camp: History and Piracy in 18th Century Belize

Grants & Fellowships: Leverhulme Fellowship, University College, London (2008), Community Cultural Resource Management for the Silk Road US Department of State, Bureau of Educational and Cultural Affairs (2007-2009) \$200,000

Recent Publications: Gender, Complexity and Power. For A Companion to Gender Prehistory, Diane Bolger, editor, Wiley-Blackwell (2012); with Dru McGill and R. Wilk Ethics in Archaeological Research, Oxford Companion to Archaeology (2012); Engaged Archaeology: Whose community? Which Public? For Global Public Archaeology edited by Akira Matsuda and Katsu Okamura, Springer, NY (2011); with Susan J. Bender and George S. Smith Revising the Archaeology Curriculum to Meet the Demands of the 21st Century Handbook of Curriculum Development; Nova (2010); Celebrating the Sixth World Archaeological Congress Archaeologies: Journal of the World Archaeological Congress 5(1):1-2 (2009).

Theses/Dissertations Chaired: 5 MA/4 Ph.D

GEDUN RABSAL

Senior Lecturer in Tibetan Language, Department of Central Eurasian Studies. Appointed 2002.

Time Devoted to Inner Asian and Uralic Studies: 100%

Area Courses Taught: Introductory Tibetan, Intermediate Tibetan, Advanced Tibetan, Tibetan Poetry, History of Tibetan Literature.

Education: Research Fellow, Central Institute of Higher Tibetan Studies, India, 1998

Pharchin rabjam, Gadan Jangtse College, India, 1992

Namdel rabjam, Rongwo Monastery, Rebkong, Tibet, 1987

Language Competence: Tibetan native, English 2, Hindi 2

Overseas Experience: Born in Tibet; conferences and research in India, the Netherlands, and the U.S.

Current Research Interests: My current project is on the life of Shar Kaden Gyatso (1916-1978), who was a major monastic figure in Repgong, Tibet, before and after the Chinese invasion.

Recent Publications: sangs rgyas kyi dpa' rtul tsho [Buddha's Warriors: Tibetan translation] (Dharamsala: Tibet Times, 2008) Akhu Padma: long ba lo tsa ba zhig gi mi tshi'i lo rgyus. [Biography of Amdo Pema: A Blind Translator to The Dalai Lama and other Tibetan officials in 1950s] (Dharamsala: Tibet Times, 2005); 'gro. skybs bcol la 'gro. [Let's go into Exile: A novel about Tibetan Refugees fleeing into India.] (Dharamsala: Tibet Times, 2002); Bod kyi rtsom rig byung ba brjod pa rab gsal me long [Comprehensive History of Tibetan Literature] (Varanasi: Central Institute of Higher Tibetan Studies, 2001 and Kansu People's Publishing House, Tibet, 2003); Rtsom sgrig p'i gtm. [Collection of editorials of Tibet Times] (Dharamsala: Tibet Times, 2001); Byang chub sems dpa'i rtogs pa brjod pa dpag bsam 'khri shing la dpyad pa rtog pa'i ri mo [A research book on Ksemendra's Boddhisattvavadanakalpalata] (Varanasi: Central Institute of Higher Tibetan Studies, 1998).

Language Competence:

3=Excellent, 2=Good, 1=Fair/Reading Knowledge Only

TOIVO RAUN

Professor, Department of Central Eurasian Studies. Adjunct Professor, Department of History. Appointed 1990.

Time Devoted to Inner Asian and Uralic Studies: 100%

Area Courses Taught: CEUS-R302/R502 Finland in the 20th Century; CEUS-R309/HIST-B303 Modern Scandinavia and the Baltic States; CEUS-R392/R592 Uralic Peoples and Cultures; CEUS-R501 The Baltic States Since 1918; CEUS-R509/WEUR-W605 Unity and Diversity in the European Union; CEUS-R698 Empire and Ethnicity in Modern Russian History

Education: B.A., Swarthmore College, 1964

M.A., Princeton University, 1966

Ph.D., Princeton University, 1969

Language Competence: Estonian 3, Finnish 3, German 3, Russian 2, French 2, Latvian 1, Swedish 1

Overseas Experience: Born in Estonia; research and lecturing in Estonia, 1990-09; Visiting Professor at Tartu University, Estonia, 1992, 1997; IREX Senior Scholar Travel Grant for research in Estonia, 1989; more than three months residence each in Estonia and in Finland, Order of the White Star 4th Class for services to the Estonian state and people (2012).

Current Research Interests: Cultural survival and national identity: the Baltic case; the Estonian lands in World War I; Latvian and Estonia journalism in the late tsarist era.

Recent Publications: "Transnational Contacts and Cross-Fertilization Among Baltic Historians in Exile, 1968-1991," Journal of Baltic Studies, 43 (2012), 315-27; "The Challenges of Renewed Independence: The Baltic States Since 1991," Hungarian Studies, 25 (2011), 203-13; "Estonia After 1991: Identity and Integration," East European Politics and Societies, 23 (2009), 526-34; "Violence and Activism in the Baltic Provinces During the Revolution of 1905," Acta Historica Tallinnensia, (2006), 48-59; co-editor, Soviet Deportations in Estonia: Impact and Legacy (Tartu: Tartu University Press, 2007); Estonia and the Estonians, updated 2nd ed. (Stanford: Hoover Institution Press, 2001).

Theses/Dissertations Chaired: 3

CHARLES REAFSNYDER

Associate Vice President for International Research and Development. Director, Office of International Development. Appointed 1994.

Education: PhD, Indiana University, 1984

Overseas Experience: Peace Corps experience in the Federated States of Micronesia (FSM)

ANNE-MAREE RUDDY

Director of Education Policy and Senior Research Associate, Center for Evaluation and Education Policy

Time Devoted to Inner Asian and Uralic Studies: 25%

Education: B.Ed., (Religious Studies), Edith Cowan University, 1990

M. of Ed. Mgmt. (Education Policy), the University of Western Australia, 1996;

PhD (International and Comparative Education), Murdoch University, 2008

Language Competences: French 2

Overseas experience: Australia, France, Finland

Recent publications: Prusinski, E., Ruddy, A.M., Cierniak, K. and Plucker, J. "Chartering new waters: The Indianapolis mayoral transition and the charter school community" *Education Policy* (2013). Muller, P., Williams, A., Ruddy, A.M. and Moss, M. "A Review of Joint Evaluation: Opportunities for NATO?" In Williams, A., Bexfield, J., Fitzgerald Farina, F. and de Nijs, J.(Eds.), *"Innovations in Operations Assessment: Recent Developments in Measuring Results in Conflict Environments"* NATO (2012). Ruddy, A.M., Prusinski, E. "Professional development in school improvement: The case of Indiana" *Journal of School Leadership*, Rowman & Littlefield. 22, 1, 55-78 (2011). Prusinski, E., Ruddy, A.M. and Plucker, J. "Mayors as charter school authorizers: A case study of the Indianapolis mayoral transition" Research Brief, National Center of School Choice, Vanderbilt University 2010. Ruddy, A.M., Prusinski, E. "The evolving school improvement fund" *Academic Leadership* 8, 3

Distinctions: Project director for numerous large-scale CEEP evaluation projects, including the evaluation of approximately twenty Title VI National Resource and Area Studies Centers at Georgetown, Harvard, Columbia and Indiana Universities. Served as Advisory Board member to US Department of Education postsecondary office providing consultation on a survey administered to students who have completed FLAS programs. Member of the international evaluation team for IU and Kabul Education University Partnership M.Ed. TESOL Project. Extensive experience providing evaluation and research technical assistance to federally-funded grantees, including Title VI National Resource and Area Studies Centers, US State Department grantees, Teaching American History and the Charter School Grant Program.

KASIA RYDEL-JOHNSTON

Assistant Director, Inner Asian & Uralic National Resource Center

Time Devoted to Inner Asian and Uralic Studies: 100%

Education: M.A., German, Jagiellonian University, Poland, 1978

M.A., Swedish, Jagiellonian University, Poland, 1982

Language Competence: Polish native (3), English 3, Swedish 3, German 3, French 2, Russian 1

Overseas Experience: Born and educated in Poland; scholarship for one year's study at Humboldt University, Berlin; experience in England, Sweden.

Recent Publications: Co-authored with Bill Johnston, Teach Yourself English [Ucz sie sam: Jezyk angielski I amerykanski dla poczatkujacych] (Cracow: Wydawnictwo Literackie, 2001); Isabel Roskau-Rydel. "Rozwój szkolnictwa ludowego we Lwowie w latach 1772-1848" in Austria – Polska. 1000 lat kontaktów. *Studia Austro-Polonica* 5 (1995) translation from German to Polish; Maria Klanska: The Jews in the mirror of the German-language literature of Galicia. (1990) translation from German to English.

KAYA SAHIN

Assistant Professor, Department of History. Adjunct Assistant Professor, Department of Central Eurasian Studies. Adjunct Assistant Professor, Department of Near Eastern Languages and Cultures

Time Devoted to Inner Asian and Uralic studies: 100%

Area Courses Taught: Graduate seminar: Early Modern Islamic Empires, 1300-1750 (a survey of the Mongols, Timur, the Ottomans, the Safavids, and the Mughals)

Education: PhD. University of Chicago, 2007

Language Pedagogy Training: None

Language Competence: Turkish (native); Ottoman Turkish (main research language); French (near native); Arabic, Persian, German, Italian, Spanish (advanced)

Overseas Experience: Research in archives and manuscript libraries in Turkey/regular activity since 2000.

Current Research Interests: The institutional and ideological foundations of the Ottoman imperial praxis; Comparative studies of early modern Eurasian empires; Ottoman and modern Turkish historiography; The Ottoman-Safavid rivalry; Inter-cultural and inter-religious exchanges in early modern Eurasia.

Recent Publications: *Empire and Power in the Reign of Süleyman: Narrating the Sixteenth-Century Ottoman World*, New York: Cambridge University Press, 2013; "Imperialism, Bureaucratic Consciousness and the Historian's Craft: A Reading of Celalzade Mustafa's *Tabakatu'l-memalik*." In *Editing the Past, Fashioning the Future: Historiography of the Ottoman Empire*, edited by Erdem Çıpa and Emine Fetvacı. Bloomington: Indiana University Press, 2013; "Constantinople and the End Time: The Ottoman Conquest as a Portent of the Last Hour." *Journal of Early Modern History* 14 (2010): 317-54.

JONATHAN SCHLESINGER

Assistant Professor, Department of History. Adjunct Professor, Department of Central Eurasian Studies.

Time Devoted to Inner Asian and Uralic studies: 100%

Area Courses Taught: China: The Later Empires; Made in China: A History of China in the World, 1200-2000; Sable, Silk, and Smokes: International Business in China during the 19th Century; Frontier China: Migrants, Nomads, and Borderland Nobodies

Education: B.A., History, Dartmouth College, Hanover NH 2003

PhD. Harvard University, 2012

Language Competence: Chinese (modern and classical) 3, Manchu 3, Mongol 2, Japanese 2

Overseas Experience: over a year in the PRC; a year in Mongolia; a year in Taiwan

Current Research Interests: China and Inner Asia; Environmental history; Early modern empires; Race and ethnicity; Commodities and consumption.

Recent Publications: "Rulers and Rascals: The Politics of Gold in Qing Mongolian History." *Central Asian Survey* 29.3 (2010): 289-304. Co-authored with Mette High.

RON SELA

Associate Professor, Department of Central Eurasian Studies. Associate Professor, International Studies. Adjunct Associate Professor, Department of History. Appointed 2005.

Time Devoted to Inner Asian and Uralic Studies: 100%

Area Courses Taught: Introduction to Central Asian History, Central Asia under Russian Rule, Sources for the Study of Central Asian History, Travelers and Explorers in Central Asia, Central Asia in the 19th century, Ethnic History of Central Asia.

Education: **B.A.**, Tel Aviv University: History; Middle Eastern and African History, 1995.
M.A., Indiana University: Central Eurasian Studies (Central Asian History), 2001.
Ph.D., Indiana University: Central Eurasian Studies (Central Asian History), 2004.

Language Competence: Persian 2, Uzbek 2, Chaghatay 1, Arabic 2, Hebrew 3, French 2, Russian 2, German 1

Overseas Experience: Born and raised in Tel Aviv, Israel. Educated at Tel Aviv University. Conducted research and led seminars and workshops in China, England, France, Germany, India, Israel, Turkey, and Uzbekistan. Extensive travel experience in Europe, North America, the Middle East, and Central, East, South, and South-East Asia.

Current Research Interests: History and historiography of Islamic Central Asia in the 16th-20th centuries; political and cultural self-representation in Central Asian sources, and Central Asia's role in the history of the Islamic world.

Recent Publications: The Legendary Biographies of Tamerlane: Islam and Heroic Apocrypha in Central Asia (Cambridge University Press, 2011); Islamic Central Asia: An Anthology of Historical Sources (Bloomington: Indiana University Press, 2010, with Scott C. Levi); "The 'Heavenly Stone' (Kök Tash) of Samarqand: A Rebels' Narrative Transformed," Journal of the Royal Asiatic Society 17/1 (January 2007), pp. 21-32; "Prescribing the Boundaries of Knowledge: Seventeenth-Century Russian Diplomatic Missions to Central Asia," in Writing Travel in Central Asian History, edited by Nile Green (Indiana University Press, 2013, 69-89); "Rashid al-Din's Historiographical Legacy in the Muslim World," in Rashid al-Din. Agent and Mediator of Cultural Exchanges in Ilkhanid Iran, edited by A. Akasoy et al. (London: Warburg Institute, 2013, 212-22).

Theses/Dissertations Chaired: 10 MA/ 6 Ph.D.

M. NAZIF SHAHRANI

Professor, Department of Anthropology. Professor, Department of Central Eurasian Studies. Professor, Department of Near Eastern Languages and Cultures. Appointed 1989.

Time Devoted to Inner Asian and Uralic Studies: 50%

Area Courses Taught: Peoples and Cultures of Middle East; Peoples and Cultures of Central Asia; E400/U320 Post-Taliban Afghanistan and the Future of War on Global Terror; Representations of Islam and Muslims in anthropological literature; Islam and Politics in Central Asia and the Middle East; States and Societies in Muslim Central Asia and the Middle East;

Education: **B.A.**, University of Hawaii, 1970
M.A., University of Washington, 1972
Ph.D., University of Washington, 1976

Language Competence: Dari/Persian/Tajik native (3), Uzbek native (3), Kirghiz 3, Pashto 3, Turkish 2, Arabic 1

Overseas Experience: Native of Afghanistan; field research in Afghanistan, 2011, 2009, 2008, 2004, 2003, 2002, 1996, 1975, 1972-74; field research in Uzbekistan, summer 1992, six months in 1994. Taught a course in Kazan Federal University for a week, November 2013.

Current Research Interests: Cultural ecology of nomadic pastoralism; state and society; Islamic movements; identity politics; social change and modernization; and Muslim family and gender dynamics in Soviet and post-Soviet Central Asia.

Recent Publications: 2013, Taliban. In Encyclopedia Britannica, 2000+ word article on the history of the rise, rule, demise and resurgence of Taliban in Afghanistan, invited. 2013, Political Islam in Afghanistan. The Oxford Handbook of Islam and Politics, edited by John L. Esposito and Emad El-Din Shahin, Oxford University Press., pp. 453-74. 2013, Center-Periphery Relations in Afghanistan. In Local Politics in Afghanistan, Conrad Schetter, ed. London: Hurst Publishers Co., pp. 23-38. 2013, "Afghanistan" revised and updated 4,900 word for Oxford Encyclopedia of the Islamic World. 2013, "Khudgardani Idari, Raahi Ba Suyee Subaat wa Demokrasy dar Afghanistani Pasaa-2014"

Theses/Dissertations Chaired: 2 MA, 1 Ph.D.

Language Competence:

3=Excellent, 2=Good, 1=Fair/Reading Knowledge Only

KEMAL SILAY

Professor, Department of Central Eurasian Studies. Appointed 2000. Chair Professor, Ottoman and Modern Turkish Studies. Director, Turkish Studies Program, Director, Turkish Language Flagship Center. Appointed 1996.

Time Devoted to Inner Asian and Uralic Studies: 100%

Area Courses Taught: Seminar in Turkish Studies: Sources of Turkish Language and Literature; Turkish Literature in Translation; Seminar in Turkish Studies: Ottoman Verse and Prose; Ottoman Court Literature in English Translation; Cultural History of the Ottoman Empire and Modern Turkey; Elementary Ottoman; Intermediate Ottoman; Advanced Ottoman; The Glorification of Jihad: From Medieval to Postmodern; Hagiographic Manuscripts.

Education: **B.A.**, Turkish Language and Literature, Ankara University, 1987

M.A., Turkish Studies, Indiana University, 1990

Ph.D., Turkish Literature, Indiana University, 1993

ACTFL and the Defense Language Institute Oral Proficiency Tester Certification for Turkish, 2005

ACTFL/ILR OPI Tester Certification, 2007

Language Competence: Turkish native (3), English 3, Old Anatolian Turkish 3, Classical Ottoman 3, Old Turkic 2, Qarakhanid 3, Khwarezm 3, Chaghatay 3, Uzbek 2, Azeri 2, Persian 2, Arabic 2, and French 2

Overseas Experience: Born and educated in Turkey.

Current Research Interests: Ottoman Court Literature; Cultural History of the Ottoman Empire; Turkish Oral Literature; Secularism, Islam, and Modernity in Turkey; Contemporary Turkish Politics and Islamist Movements; Textual Studies; Cultural Studies; HCI; Postmodernism; Gender Studies; Islamic Civilizations; Lawful Islamism(s) within Liberal Democracies.

Recent Publications: "The World's Softest Military Coup: A la Turca," FSM (May 30, 2007); "Computers, Sex and Gender," Encyclopedia of Sex and Gender (2007); "Arts: Poets and Poetry, the Ottoman Empire" in the Encyclopedia of Women and Islamic Cultures (Leiden: Brill, 2007); "Şiir ve Müzik" in Türk Edebiyatı Tarihi, edited by Talat S. Halman et al., (Ankara: Kültür ve Turizm Bakanlığı Yayınları, 2006).

Theses/Dissertations Chaired: 1 PhD/4 MA

DILYARA SHARIFULLINA

Visiting Professor, SWSEEL 2011-2014. Academic year employer: Kazan Federal University (Russia)

Language courses taught: Intensive Elementary Tatar I/II

Current research interests: Pedagogy of Tatar and English as foreign languages

Education: **B.A.** Philology Specialists, Kazan Federal University, 2005

M.A. Candidate of Sciences, Kazan Federal University, 2009

Language pedagogy training: Thorough undergraduate and graduate training in methodology of teaching Tatar and English as foreign languages ; SWSEEL pedagogy workshops 2011, 2012,

Academic experience: 6 years post-secondary teaching, 1 year pre-college teaching

Language competence: Tatar (native), Russian (native), Turkish

Overseas experience: Born, raised, and educated in Tatarstan, Russia

ABDULKADER H. SINNO

Associate Professor, Political Science. Associate Professor, Department of Near Eastern Languages and Cultures. Appointed 2003.

Time Devoted to Inner Asian and Uralic Studies: 25%

Area Courses Taught: Muslims in Western Politics (POLS Y657/NELC N695); Intra-State Conflict, Conflict Resolution, and State Building (POLS Y490/N305); Muslims in Western Politics (POLS Y401/NELC N305); Introduction to Comparative Politics (POLS Y107); International Political Controversies: The US involvement in Iraq & Afghanistan (POLS Y102/NELC N122)

Education: B.A., Jewish Studies, University of Florida, 1994

M.A., Political Science, UCLA, 1997

Ph.D., Political Science, UCLA, 2002

Language Competence: Arabic native 3, Hebrew 1, French 3, English 3

Overseas Experience: Extensive travel in more than 28 countries.

Current Research Interests: The evolution and outcomes of civil wars, ethnic strife and other territorial conflicts; Muslim representation in Western liberal democracies; Islamist parties' participation in elections.

Recent Publications: "Discourses on Muslims and Welfare across the Atlantic," in *An American Dilemma? Race, Ethnicity and the Welfare State in US and Europe*, edited by Sonya Michel, Klaus Pedersen and Pauli Kettunen. Washington, D.C.: Woodrow Wilson Center Press, forthcoming in 2013. (with Eren Tatari, Scott Williamson, Antje Schwenicke and Hicham Bou Nassif); Sinno, Abdulkader H., ed. "Researching Western Muslims," special section of the *Review of Middle Eastern Studies* 46 (2) Winter 2012; "Education, income and support for suicide bombings: Evidence from six Muslim countries" *Journal of Conflict Resolution* 54, No. 1, 146-178 (2010, with Najeeb Shafiq); Sinno, Abdulkader H. *Organizations at War in Afghanistan and Beyond*. Ithaca, New York: Cornell University Press, 2008.

MARTIN SPECHLER

Professor Emeritus, Department of Economics, IUPUI. Appointed 1990.

Time Devoted to Inner Asian and Uralic Studies: 50%

Area Courses Taught: E325 Comparative Economic Systems (IUPUI)

Education: B.A., Harvard University, 1964

M.A., Harvard University, 1967

Ph.D., Harvard University, 1971

Language Competence: Russian 2, French 2, German 2, Hebrew 3

Overseas Experience: Consultant to Asian Development Bank in Kazakhstan, Uzbekistan, Kyrgyzstan and Xinjiang, 1997-98; Consultant to World Bank, Uzbekistan, 2000; Senior Researcher and advisor to the Ministry of Economy, USAID, Uzbekistan, 2003; Principal investigator, projects of Global Development Network, 2000-05; Investigator, Pension Reform and Poverty Reduction project, Uzbekistan, Tajikistan, and Kyrgyzstan, 2005-07.

Current Research Interests: Regional economic cooperation in Central Asia; political economy of Uzbekistan.

Recent Publications: "Russia and the Central Asian Economies," *Russian analytical Digest*, Jan. 2010; "The Five Biggest Questions about the Chinese Economy," *Comparative Economic Studies*, vol. 52, no. 1, March, 2010, pp. 1-17; "The International Political Economy of Central Asian Statehood," in Emelian Kavalski, ed. *Stable Outside/Fragile Inside?*, Ashgate, 2010. [with Dina R. Spechler]; "Why China Has No Business in Central Asia," *China and Eurasia Forum Quarterly*, vol. 7, no. 2 (2009), pp. 3-17; "A Reassessment of the Burden of Eastern Europe on the USSR," *Europe-Asia Studies*, 61, November, 2009. [with Dina R. Spechler]; "Uzbekistan among the Great Powers," *Communist and Post-Communist Studies*, June, 2009. [with Dina R. Spechler]; "Human Rights in Central Asia," *Problems of Post-Communism*, March 2009; *The Political Economy of Reform in Central Asia, Uzbekistan under Authoritarianism* (Routledge, 2008).

Theses/Dissertations Chaired: 1 M.A. Thesis, Ph.D. Dissertation

ELLIOT SPERLING

Associate Professor, Department of Central Eurasian Studies. Appointed 1987.

Time Devoted to Inner Asian and Uralic Studies: 100%

Area Courses Taught: U284 The Civilization of Tibet; U483 Introduction to the History of Tibet; U489 Tibet and the West; U490 Sino-Tibetan Relations; U497 Inner Asian Peoples and Nationality Policy in the People's Republic of China

Education: **B.A.**, Queens College, 1973
M.A., Indiana University, 1980
Ph.D., Indiana University, 1983

Language Pedagogy Training: Participant in workshop for competency-based teaching and testing of Tibetan, Indiana University, 1991

Language Competence: Tibetan 3, Chinese 3, French 3

Overseas Experience: India (1974-75, 1980, 1994-95, 1998, 2008); India and Nepal (1983); People's Republic of China and Tibet (1985, 1987, 1989, 2005, 2011).

Current Research Interests: Tibetan history, modern and pre-modern; Sino-Tibetan relations; nationality policies in the People's Republic of China.

Recent Publications: "Si tu pan chen Chos kyi 'byung gnas in History: A Brief Note," Journal of the International Association for Tibetan Studies, no. 7, 2013, pp. 1-16; "The 1913 Tibeto-Mongol Treaty: Its International Reception and Circulation," Lungta, vol. 17, 2013, pp. 7-14; "Translation of the Tibetan Text of the Tibeto-Mongol Treaty of 1913," Lungta vol. vol. 17, 2013, pp. 103-104; "Conversations and Debates: Chinese and Tibetan Engagement with the Broader Discussion of Self-Immolation in Tibet," Revue d'Etudes tibétaines no. 25, December, 2012, pp. 89-97; (Co-editor, with Kunsang Gya and Andrea Snaveley) Minority Language in Today's Society, New York, 2012.

Theses/Dissertations Chaired: 2 PhDs/ 1 MA

MARGARET R. SUTTON

Associate Professor of Educational Policy Studies, Department of Educational Leadership and Policy Studies; Faculty Affiliate, Department of Gender Studies. Appointed 1997.

Percentage of Time Devoted to Inner Asian and Uralic Studies: 25%

Education: **B.A.**, Philosophy, Seattle University, 1974
M.A., Philosophy of Education, University of British Columbia, 1978
Ph.D., International Development Education, Stanford University, 1991

Language Competence: Indonesian, 2; French, 1

Overseas Experience: Indonesia, Nepal, Pakistan, India, China, South Korea, Guinea, Malawi

Current Research Interests: Democratization and civic education; gender and education; Policy as practice.

Recent Publications: "The globalization of multicultural education," Indiana Journal of International Legal Studies, 2005; Civil society or shadow state? State/ NGO relations in education, with Robert Arnove, eds. 2004, Greenwich: Information Age Publishing; "Civic learning in teacher education through an American-Indonesian partnership." with Isnarmi Moeis and Wendy Gaylord, in Civic learning in Teacher education: International perspectives on education for democracy in the preparation of teachers. John Patrick, Gregory Hamot and Robert S. Leming, eds. Bloomington: The ERIC Clearinghouse for Social Studies/ Social Science Education, 2003; "Credits, curriculum and control in higher education: Cross-national perspectives," with Terrance C. Mason & Robert F. Arnove, Higher Education, vo. 42, pp. 107-137, 2001; Policy as Practice: A Sociocultural Approach to the Study of Educational Policy, with Bradley Levinson, eds., Westport, CT: Ablex Press, 2001.

ARIANN STERN-GOTTSCHALK

Director of the Summer Language Workshop & Lecturer, Department of Slavic Languages and Literature.

Time Devoted to Inner Asian and Uralic studies: 25%

Language Courses Taught: Intermediate Russian; Russian for Graduate Students; Old Russian Literature; Old Church Slavic, Methods of Russian Language Teaching, Polish Jewish Culture (upcoming are UG courses on poetics and Medieval Russian culture). -

Area Courses Taught: Supervise all CEUS courses in the summer

Education: B.A., Mount Holyoke College, Year

M.A., University of Arizona, Year

PhD. Ph.D., University of California, Los Angeles, Year

Language Competence: Russian, 3; Old Church Slavic, 2; Old Russian, 2; Polish, 1; German, 1-2; Spanish, 1; Reading knowledge of French, BCS, Czech, Ukrainian, Belorussian

Overseas Experience: Russia (lived and worked for 2 years), Studied in Finland for 6 months

Current Research Interests: Changes in the political structure and literature in 17th century Muscovy, developing blended and online language courses, applying national standards and intended proficiency-based outcomes to curricula and assessments for Less Commonly Taught Languages, teaching to specific modalities in the second language curriculum, improving pedagogy through peer evaluation, developing models for online instructional collaborations

MIHALY SZEGEDY-MASZÁK

Professor Emeritus, Department of Central Eurasian Studies. Professor Emeritus, Department of Comparative Literature. Appointed 1988.

Time Devoted to Inner Asian and Uralic Studies: 100%

Area Courses Taught: U424 Hungarian Literature From its Beginnings to 1900; U426 Modern Hungarian Literature; U427 Hungary from 1945-Present

Current Research Interests: Cultural studies, comparative literature, Interacts studies, narratology, structuralism and translation, romanticism, nationalism, modernism and postmodernism.

Education: Ph.D., Eötvös Lorand University, 1967

Language Competence: Hungarian native (3), French 3, English 3, German 2, Russian 2

Overseas Experience: Professor of Cultural History, Eötvös Lorand University, since 1981; Visiting Research Fellow, Université de Liège, 1982; Resident Fellow, King's College, Cambridge, 1979-80; Chair of the Department of 19th century Hungarian Literature, Eötvös L. University, since 1992

Recent Publications: "Zene és szöveg három huszadik századi dalműben" [Music and text in three 20th-century operas]. Magyar zene 43, no. 1 (February 2005), 35-64; "The Concept of the Canon: Masterpiece and Evolution in Literary History." In Cybernetic Ghosts: Literature in the Age of Theory and Technology, ed. Dorothy M. Figueira, 65-78. Provo, UT: International Comparative Literature Association; "Pater in Hungary." In The Reception of Walter Pater in Europe, ed. Stephen Bann, 187-95. London, England: Thoemmes Continuum; "Great Literature in an Inaccessible Language." Hungarian Arts and Sciences 1848-2000, ed. László Somlyódy and Nóra Somlyódy, 204-243. Boulder, CO: Social Science Monographs; "Keywords in Literary History." Acta Comparationis Litterarum Universarum 30, no. 2, 15-23; "Vörösmarty and the Poetic Fragment in Hungarian Romanticism," in Romantic Poetry, ed. Angela Esterhammer, pp. 55-61. Amsterdam, Netherlands: Benjamins.

MIKKO TAURAMA

Lecturer in Finnish Language, Department of Central Eurasian Studies. Appointed 2011

Time Devoted to Inner Asian and Uralic studies: 100%

Language Courses Taught: Introductory Finnish, Intermediate Finnish, Advanced Finnish.

Education: M.A., Finno-Ugrian and Scandinavian Studies, University Of Helsinki, Helsinki, 2010

Language Pedagogy Training: Fulbright Language Teacher Training

Language Competence: Finnish (3) English (3)

Overseas Experience: University of Helsinki, Lecturer, 2010

HERBERT TERRY

Associate Professor, Department of Telecommunications. Appointed 1976; Director, Global Village Living-Learning Center. Appointed 2003.

Time Devoted to Inner Asian and Uralic Studies: 25%

Area Courses Taught: S451 Telecommunication, Terrorism, and September 11th.

Education: B.A., Stanford University, 1970

M.A., University of Minnesota, 1974

Ph.D., University of Minnesota, 1976

Language Competence: Russian 1, French 2, Spanish 1

Overseas Experience: Consultant, Indonesia Media Law and Policy Center, Jakarta, Indonesia, June, 2002; Professor, Faculty of Journalism, American University in Kyrgyzstan, Bishkek, Kyrgyzstan, Aug-Sept. 2001; Senior Fulbright Scholar, Faculty of Journalism, St. Petersburg State University, St. Petersburg, Russia, September 1998-June 1999; Instructor in summer program in Russian media law taught at Moscow State University, summers 1996, 1997, 1998, and 1999; Consultant on media law in Dushanbe, Tajikistan, summer 1996.

Recent Publications: "Russian/Soviet Radio," with Andrei Richter, Encyclopedia of Radio, Christopher Sterling, ed. (Fitzroy-Dearborn, 2003); "How to make a true event out of a fairy tale without repeating others' mistakes," XXI [World Media XXI] 1/99, (Moscow, National Press Institute, June, 1999); co-author of Fundamentals of Mass Communication Law (St. Paul: West Publishing Company, 1996); "Changes that Challenge the Soul," Federal Communications Law Journal 47/25 (1994).

FRANCES TRIX

Professor, Department of Anthropology. Professor, Department of Linguistics. Adjunct Professor, Cognitive Science Program. Adjunct Professor, Department of Central Eurasian Studies.

Time Devoted to Inner Asian and Uralic studies: 30%

Area Courses Taught: Islam in the Balkans; Sufism;

Education: B.A. Near Eastern Languages and Literature, University of Michigan, 1970
M.A. Near Eastern Languages and Literature, University of Michigan, 1972
M.A. Linguistics, University of Michigan, 1976

PhD. Linguistics, University of Michigan, 1988

Language Pedagogy Training:

Language Competence: French, Turkish, Arabic (colloquial), Albanian; intermediate: German; elementary: Persian, Macedonian.

Overseas Experience: France: 1964, 1985, 1996; Turkey: 1970, 1985, 2005, 2007 – 2008, 2009, 2012; Lebanon: 1971, 1972 - 1973; Yemen: 1979; Yugoslavia: 1987 - 1988; Czechoslovakia: 1992; Albania: 1993, 2005; Germany: 1992, 1996; Egypt, 1998; Taiwan, 2001; Iran, 2004, 2006; Hungary: 2006; Kosova, 2007, 2009, 2013; Macedonia 1988, 2009, 2011.

Current Research Interests: Islam in the Balkans, Discourse Analysis, Sufism, Disaster Studies, migration, gender.

Recent Publications: (2013) "Underwhelmed"—Kosovar Albanians' Reactions to the Milošević Trial," in Timothy Waters (ed.) *The Milošević Trial: An Autopsy*. New York: Oxford University Press, 229-248; (2013) "Der Kosovo/Kosova-Konflikt - Mythen und Demografie" ("The Kosovo/Kosova Conflict: Myths and Demographics") in Andreas Hilger and Oliver von Wrochem (eds.) *Die Geteilte Nation* ("The Divided Nation - Coming to Terms with National Losses in the 20th Century"), Munich: German Institute for Contemporary History, 189-199; (2013) "Ethnic Minorities of Macedonia: Turks, Roma, and Serbs," in Sabrina Rama (ed.) *Civic and Uncivic Values in Macedonia: Value Transformation, Education, Media*. New York: Palgrave, 194-213. (2010) "Contesting Immigrant Voice in Istanbul: Mass Media, Verbal Play, Immigrant Channels," *Language and Communication*, 30, 7-18; (2010) "Kosova: Resisting Expulsion and Striving for Independence," in Sabrina Ramet (ed.) *Central and Southeastern Europe since 1989*. New York: Cambridge University Press; (2009) *The Sufi Journey of Baba Rexheb*. Philadelphia: University of Pennsylvania Museum of Archaeology and Anthropology with University of Pennsylvania Press.; (2008) *Muslim Voices and Lives in the Contemporary World*. Trix, F. and J. & L. Walbridge (eds.). New York: Palgrave Macmillan.

Theses/Dissertations Chaired: 1

VALERIA VARGA

Lecturer, Department of Central Eurasian Studies. Appointed 2005.

Time Devoted to Inner Asian and Uralic studies: 100%

Area Courses Taught: Introductory, Intermediate, and Advanced Hungarian language

Education: M.A., Eotvos Lorand University, Budapest, 1985.

M.A., Eotvos Lorand University, Budapest, 1993.

Professional teacher's degree, with specialization in mentoring and teacher-training, Eotvos Lorand University, Budapest, 2005.

Language Competence: Hungarian native (3), English 3, Russian 3, French 1

Overseas Experience: Born and raised in Hungary; six months of higher education in Russia

Current Research Interests: Teaching Hungarian as a foreign language; teaching English language, methodology; and English-Hungarian bilingual education.

Recent Publications: "Hungarian Literature between the Two World Wars," *Hungarian Literature after 1945*, and "European and American Literature after 1945," *Érettségi tételek magyar irodalomból*, Budapest: Corvina, 1993.

JOHN WALBRIDGE

Professor, Department of Near Eastern Languages and Cultures. Adjunct Professor of Philosophy, Adjunct Professor of History and Philosophy of Science. Appointed 2001.

Time Devoted to Inner Asian Studies: 50%

Area Courses Taught: Islamic Philosophy; Military History of the Middle East; Readings in Classical Arabic Literature; Koranic Studies

Education: B.A., Yale University, 1973

Ph.D., Harvard University, 1983

Language Competencies: Arabic, Persian, Greek, Urdu, Pahlavi, French, German, Hebrew, Syriac

Overseas Experience: Lived in Lebanon, 1973-74; Jordan, 1978-79; Pakistan, 1997-98, 2000-01; Turkey, summers of 2001 and 2005, 2007-08; visited Egypt, Iran, Israel, Syria, Indonesia, Kosova, Macedonia, various European countries.

Current Research Interests: Islamic and Iranian philosophy; history of Islamic science; Islamic intellectual history, religion, and mysticism.

Recent Publications: *God and Logic in Islam: The Caliphate of Reason.* Cambridge: Cambridge University Press, 2011; *Muslim Voices in the Modern World*, New York: Palgrave Macmillan, 2008; edited with Frances Trix and Linda S. Walbridge; "Suhrawardi and Illuminationism," in Peter Adamson and Richard C. Taylor, eds., *The Cambridge Companion to Arabic Philosophy* (Cambridge: Cambridge University Press, 2005), pp. 201-23; Turkish trans. "Sühreverdî ve İşrakîler," in Adamson and Taylor, *İslam felsefesine giriş*, trans. M Cüneyt Kaya. Istanbul: Küre, 2007. Pp. 221-45; "Al-Suhrawardî on Body as Extension: An Alternative to Hylomorphism from Plato to Leibniz," in Todd Lawson, ed., *Reason and Inspiration in Islam: Theology, Philosophy and Mysticism in Muslim Thought: Essays in Honour of Hermann Landolt*. London: I. B. Tauris, 2005. Pp. 235-47.

TIMOTHY WATERS

Professor of Law, Maurer School of Law.

Time Devoted to Inner Asian & Uralic Studies: 25%

Relevant Courses Taught: International Criminal Law; Islamic Law; Introduction to Human Rights

Education: B.A., UCLA 1989

M.I.A., Columbia University, 1998

J.D., Harvard Law School, 1999

Language Competencies: English, Hungarian, Swedish, German, Bosnian-Croatian-Serbian, Turkish

Overseas Experience: Hungary (1991-4, 2000-2), Bosnia (1996-7), Turkey (1998), Sweden (1987-8), Norway (1990), Netherlands (1999-2000)

Research: Transmission of norms between international and domestic courts; effects of war on citizenship; creation of new states.

Publications: *Discursive Democracy and the Challenge of State Building in Divided Societies: Reckoning with Symbolic Capital in Bosnia and Herzegovina* (with Robert L. Ivie), 38 *NATIONALITIES PAPERS* 449 (2010); *A Kind of Judgment: Searching for Judicial Narratives after Death* 42 *GEORGE WASHINGTON INTERNATIONAL LAW REVIEW* 279 (2010); "The Momentous Gravity of the State of Things Now Obtaining": Annoying Westphalian Objections to the Idea of Global Governance, 16 *INDIANA JOURNAL OF GLOBAL LEGAL STUDIES* 25 (2009); "Assuming Bosnia: Taking the Polity Seriously in Ethnically Divided Societies," in D. Haynes, ed., *DECONSTRUCTING THE RECONSTRUCTION: HUMAN RIGHTS AND THE RULE OF LAW IN POSTWAR BOSNIA AND HERZEGOVINA* 53 (Ashgate 2008); *Killing Globally, Punishing Locally? The Still-Unmapped Ecology of Atrocity*, 55 *BUFFALO LAW REVIEW* 1331 (2008) (review of Mark Drumbl, *Atrocity, Punishment and International Law*); *The Blessing of Departure: Acceptable and Unacceptable State Support for Demographic Transformation – The Lieberman Plan to Exchange Populated Territories in Cisjordan*, 2 *JOURNAL OF LAW & ETHICS OF HUMAN RIGHTS* 221 (2008); *A Different Departure: A Reply to Shany's "Redrawing Maps, Manipulating Demographics: On Exchange of Populated Territories and Self-Determination"*, 2 *JOURNAL OF LAW & ETHICS OF HUMAN RIGHTS* 311 (2008); "Reconsidering Dhimmah as a Model for Regulating Minorities, with Some Implications for Human Rights," in K. Wellman and M. Modjandeh, eds., *THEORETICAL FOUNDATIONS OF HUMAN RIGHTS* (Mofid University) (2007); *Remembering Sudetenland: On the Legal Construction of Ethnic Cleansing*, 47 *VIRGINIA JOURNAL OF INTERNATIONAL LAW* 63 (2006)

Language Competence:

3=Excellent, 2=Good, 1=Fair/Reading Knowledge Only

DAVID C. WILLIAMS

John S. Hastings Professor of Law, Maurer School of Law. Executive Director, Center for Constitutional Democracy. Appointed 2001.

Time Devoted to Inner Asian and Uralic Studies: 25%

Area Courses Taught: Constitutional Design in Multiethnic Societies (B575)

Education: B.A., Haverford College, 1982
J.D., Harvard Law School, 1985

Overseas Experience: Courses in Constitutional Law, University of Paris II, December to January 2003-2004, December to January 2006-2007.

Current Research Interests: The alleged constitutional right of the people to keep and bear arms in order to make revolution against government.

Recent Publications: Constitutionalism Before Constitutions: Burma's Struggle to Build a New Order, 87 Texas L.J. 1657 (2009); Voter IDs, Indiana Politics, and the Constitution, forthcoming Indiana Magazine of History, December 2008 issue; Death to Tyrants: District of Columbia v. Heller and the Uses of Guns, 69 Ohio State L.J. 641 (2008); In Praise of Guilt: How the Yearning for Moral Purity Blocks Reparations for Native Americans, in Reparations for Indigenous Peoples: International and Comparative Perspectives (ed. F. Lenzerini) (Oxford University Press 2008); Don't Worry, Be Guilty, Cultural Survival Quarterly 31.3 (Fall 2007); Book Review, Robert Williams, Like a Loaded Weapon, in 4 Perspectives on Politics 604 (2006); La Situation juridique des Amerindiens des Etats-Unis, in Les collectivites francaises d. Amerique au carrefour des institutions (La Documentation Francaise (2006).

LOIS WISE

Professor Emeritus, School of Public and Environmental Affairs. Appointed 1997.

Time Devoted to Inner Asian and Uralic Studies: 25%

Area Courses Taught: V575-Comparative Public Management; V450-Managing a Diverse Public Workforce (cross listed with West European Studies)

Education: B.A., William Paterson College, 1970
M.S. Indiana State University, 1974
PhD Indiana University, 1982

Overseas Experience: Visiting Scholar, Swedish Agency for Government Employers, Stockholm, (Fall term 1996; May-June 1996; May-June 1995 and Sept-December 1995). Visiting Researcher, Swedish Association for Local Authorities, Stockholm, Sweden (June 1994) (May-June 1992).

Current Research Interests: Public management, comparative public administration, employment policies and practices, work motivation.

Language Competence: Swedish 3

Recent Publications and Presentations: Abelkop, A., Botos, A., Wise, L., Graham, G. 2012.

"Regulating Industrial Chemicals: Lessons for US Lawmakers from the European Union's REACH Program." Environmental Law Review, November, 2012, vol. 42, pp. 11042-65; Abelkop, A., Botos, A., Wise, L., Graham, G. 2011. "Risk vs. Hazard: Lessons from the EU's REACH Program." European Journal of Risk and Regulation, issue 2/2011; Fernandez, Sergio and Lois R. Wise. (2010). "Exploring Why Organizations Ingest Innovation." Public Administration; Pitts, David W. and Lois R. Wise. 2009. "Workforce Diversity in the New Millennium; Prospects for Research, Review of Public Personnel Administration (20) 1-26; Disability Access and E-Government: An Empirical Analysis of State Practices. Journal of Disability Policy Studies, 19, June: 52 – 64, with Nadia Rubaii-Barrett, (2008); "U.S. Nonprofit Organizations' Demand for Temporary Foreign Professionals" Nonprofit Management & Leadership 18(2): 121-140, with Tschirhart, Mary (2007); "From Want Ads to Websites: What Diversity Messages are State Governments Projecting? Review of Public Personnel Administration, 27(1): 21-38 with Nadia Rubaii-Barrett, (2007). "Language Minorities and the Digital Divide: A Study of State E-Government Accessibility, II Journal of Public Management and Social Policy, 12(2): 5-27, with Nadia Rubaii-Barrett, (2006).

ROMAN ZLOTIN

Senior Lecturer, Department of Geography. Appointed 2002.

Time devoted to Inner Asian and Uralic studies: 50%

Area courses taught: U374/U574 Environmental Problems and Social Constraints in Northern and Central Eurasia; G427 Russia and Its Neighbors; R300/500 Current Issues: Russia and Its Neighbors; G120 World Regional Geography; I325 Environmental Issues; Environmental Policies and Problems in the Former USSR; Biogeography of the Former USSR.

Education: **B.A.**, Moscow State University, Russia

M.A., Moscow State University, 1963

Ph.D., Institute of Geography, USSR Academy of Sciences, 1970

Language Competence: Russian native (3), English 3, Polish 1, German 1

Overseas Experience: Native of Russia; extensive research in Central Asia and Poland.

Current Research Interests: Man-made degradation of biodiversity and deterioration of public health in Russia and Central Asia; dynamics of mast production in woodland ecosystems of New Mexico

Recent publications: Zlotin, R.I., and Parmenter, R.R. (2002). Dynamics of Juniper, Pinyon and Oak Mast Production in Woodland Ecosystems of Central New Mexico. Abstracts of Annual ESA Meeting. Arizona. 457; "Biodiversity and Productivity of Ecosystem," Physical Geography of Northern Eurasia: Russia and Neighboring States, M. Shagedanova, ed., (Cambridge University Press, 2002); Mountain Ecosystems of the Former Soviet Union, Central Asia, Tien Shan," Tundra and Alpine Ecosystems, F. Wielgolaski, ed., (Elsevier Science Publications, 1997); Diversity of Ecosystems in Russian Arctic, co-authored with S. Goryachkin (Sweden: Reprocentralen Publications, 1994); "Geographical Peculiarities of the Production-Destruction Processes in Northern Eurasia," (co-authored with A. Bazilevich & A. Drozdov), Geography of Organic Matter Production and Decay, A. Breymeyer, ed., Conference Papers 18 (IGSO PAS Publishers, 1993).

Course Number	Course Title	Instructor	Relevant Content	Terms Offered	Credit hours	2012-2013 UG	2012-2013 Grad	Fall 2013 UG	Fall 2013 Grad	Spring 2014 UG	Spring 2014 Grad	2014- 2015
Anthropology												
COLL-E 103	Sacred Places	Bassett S	25%	Fall	3	97	0					X
COLL-E 103	Concepts of Self: East and West	Bassett S	25%	Fall	3	116	0					X
COLL-E 104	People and Animals	Scheiber L	25%	Fall	3			123	0			X
ANTH A105	Human Origins & Prehistory	Garver L, Sept J, Tankosic Z, Kaestle F, Samson D	25%	Fall / Spring	3							X
						142	0					
ANTH-A 107	Becoming Human: Evolution	Schoenemann P	25%	Fall / Spring	3			47	0	45	0	X
ANTH-A 410	Anthropology Capstone Seminar	Pyburn K	25%	Fall	3							X
ANTH-B 464/524	Human Palaeontology	Hunt K	25%	Fall	3			21	0			X
ANTH-E 101	Ecology and Society	Tucker C	25%	Fall	3			36	0			X
ANTH-E 105	Culture and Society		25%	Fall	3	142	0	150	0			X
ANTH E200	Social & Cultural Anthropology	Buggenhagen B	25%	Fall / Spring	3	171	0	65				X
ANTH-E 300, CMCL-C 310	Minorities and Media	Graber K	25%	Spring	3					39	0	X
ANTH-E 300	Photography and Ethnography	Buggenhagen B	25%	Fall	3							
ANTH-E 345/600, EALC-E 350/505	China Through Anthropological Eyes	Friedman S	25%	Spring	3	13	0			16	5	
ANTH-E 456/656, CULS-C 701	Anthropology of Race	Sterling M	25%	Spring	3					18		
ANTH-L 200	Language and Culture	Graber K	25%	Fall	3			81	0			
ANTH-L 200	Language in/of Media	Graber K	25%	Fall	3							X

Course Number	Course Title	Instructor	Relevant Content	Terms Offered	Credit hours	2012-2013		Fall 2013		Spring 2014		2014-2015	
						UG	Grad	UG	Grad	UG	Grad	UG	Grad
ANTH-P 200	Introduction to Archaeology	King S	25%	Fall	3			77	0			X	
ANTH-P 310	Prehistory of Europe and Asia Sept J		25%	Fall	3			26	0			X	
ANTH-P 399	Archaeology of Ancient China	Hung L	25%	Spring	3	9	0					X	
ANTH-P 399/600	Archaeology of Sex and Gender	Pyburn K	25%	Fall	3			13	2				
Business													
BUS D301	International Business Environment	Garcia P	25%	Fall	3	124	25	104	29			X	
BUS D302	International Business: Operations of International Enterprises	Garcia P	25%	Fall	3	30	0	155	0			X	
BUS F570	International Financial	Selmier II W	25%	Fall	1.5	0	29	48	0			X	
BUS F571	Finance	Selmier II W	25%	Fall	1.5	0	40	28	0			X	
BUS G256	Emerging Economies: Hungary/Croatia	Jaffee B	50%	Spring	3					17	0		
BUS G494	Public Policy & International Economy	Hauskrecht A	25%	Fall	3	27	0	38				X	
BUS L411	International Business Law	Richards E	25%	Fall	3	25	0	15				X	
BUS D301	International Business Environment	Li D	25%	Spring	3	108	0			77	0	X	
BUS D302	International Business: Operations of International Enterprises	Li D	25%	Spring	3	67	0			96	0	X	
BUS F494	International Finance	Gupta N Patterson R	25%	Spring	3	148	0			169		X	

Shading indicates courses supported in part by Title VI funding.
Absence of enrollment figures indicates course was not offered.

Course Number	Course Title	Instructor	Relevant Content	Terms Offered	Credit hours	2012-2013		Fall 2013		Spring 2014		2014- 2015
						UG	Grad	UG	Grad	UG	Grad	
BUS D595	International Management	Garcia P Aguinas H	25%	Spring	1.5	0	40	0	36	0	36	X
Central Eurasian Studies												
COLL-C 103	Empire of the Mongols	Atwood C	100%	Spring	3	120	0					X
COLL-C 103	Saints of the Silk Road	DeWeese D	100%	Fall	3		59	0				X
COLL-E 104	Oil, Islam and Geopolitics	Bovingdon G.	100%	Fall	3	117	0					X
	Empires of the Silk Road:		100%									
CEUS-R 191	Introduction to Central Eurasia	Beckwith C		Fall	3							X
CEUS-R 199	Introduction to Afghanistan	Inomkhojayev R	100%	Fall	3			20	0			X
CEUS-R 199	Buddhist Lives: The Buddha, Milarepa, and the Dalai Lama	Rabsal G	100%	Fall	3	7	0	6	0			X
CEUS-R 199	Travel Eurasia in 30 Days	Ozcelik O	100%	Spring	3			26	0			
CEUS-R 199	Finland Through Film: Cinema in the Land of Angry Birds	Taurama M	100%	Spring	3			12	0			X
CEUS-R 199	Gateway to Central Asia: Cultures and Traditions	Hodjaev M	100%	Spring	3			3	0			X
CEUS-R 199	Understanding Muslims Through Literature: Turkey	Silay K	100%	Fall	3							X
CEUS-R 213	Islam in Central Asia	DeWeese D	100%	Spring	3	11	0					X
CEUS-R 250	Intro to the Ancient Near East	Choksy J	100%	Spring	3	25	0					X
CEUS-R 251, ANTH-E 251, NELC-N 251	Post-Taliban Afghanistan and the War on Terror	Shahrani M	100%	Fall	3	31	0					X

Shading indicates courses supported in part by Title VI funding.
Absence of enrollment figures indicates course was not offered.

Course Number	Course Title	Instructor	Relevant Content	Terms Offered	Credit hours	2012-2013		Fall 2013		Spring 2014		2014-2015
						UG	Grad	UG	Grad	UG	Grad	
CEUS-R 270, INST-I 212	The Civilization of Tibet	Tsepak T, Sperling E	100%	Fall, Spring	3	54	0					X
CEUS-R 290/294/299	Introduction to Central Asia, Mongolia and Tibet: Empires of Central Eurasia	Beckwith C	100%	Fall	3			11	0			X
CEUS-R 292	Introduction to Turkic and Iranian Civilization	Lee K	100%	Fall	3							X
CEUS-R 294/299	Introduction to Hungary, Estonia and Finland	Hooker L	100%	Fall, Spring	3	1	0			4	0	X
CEUS-R 299	Asian Symbols, Icons, Alphabets: Writing Systems in Asia	Kara G	100%	Fall	3							X
CEUS-R 302/502	Finland in the 20th Century	Raun T	100%	Fall	3			5	0			X
CEUS-R 309	Estonia's Place Old Barry, the Czar's Madman and Estonian Survival	Kivik P	100%	Spring	3	2	0					X
CEUS-R 309, HIST B303	Modern Scandinavia and the Baltic States	Kivik P Raun T	100%	Fall	3	4	0			1	0	X
CEUS R310/510, HIST-G 300	Introduction to Central Asian History	Sela R, Walmsley N	100%	Fall	3	11	0					X
CEUS-R 312/512	Shrines and Pilgrimage in Central Asia	DeWeese D	100%	Fall	3	2	6					X
CEUS-R 313, CEUS-R 513	Islam in the Soviet Union and the Successor States	DeWeese D	100%	Fall	3							X
CEUS-R 314/514	Islamization in Inner Asia	DeWeese D	100%	Spring	3					5	8	X
CEUS-R 315/515	Politics and Society in Central Asia	Schwab W	100%	Fall	3	9	2					X

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Course Number	Course Title	Instructor	Relevant Content	Terms Offered	Credit hours	2012-2013		Fall 2013		Spring 2014		2014- 2015
						UG	Grad	UG	Grad	UG	Grad	
CEUS-R 316/516, ANTH-E 398/600	Peoples and Cultures of Central Asia	Shahrani M	100%	Fall	3	12	14	10	3			X
CEUS-R 329/529	Buddhism in Central Asia	Beckwith C	100%	Fall	3			1	1			
CEUS-R 329/529, ANTH-P 399/600	Archaeology of Central Asia	Pyburn K	100%	Spring	3			14	0			X
CEUS-R 330/549, EALC-E 350,					3	19	13					X
POLS-Y 401/657	Politics of Modern Xinjiang	Bovingdon G	100%	Fall								
	Grave Robbers, Missionaries, and Spies: Foreign Adventurers in Chinese				3			9	3			X
CEUS-R 331/531	Turkistan	Bovingdon G		Spring								
CEUS-R 342/549, FOLK-F 330	Roma (Gypsy) History & Culture	Hooker L	100%	Fall, Spring	3	25	3					X
CEUS-R 349/549, MUS-M 510	Examining Operetta	Hooker L	100%	Fall	3	3	12					
	Hungarian Film and				3	6	0					
CEUS-R 349	Hungarians in Film	Hooker L	100%	Fall								
	History of Hungary 1945-2000	Bertenyi I	100%	Fall	3	4	1					
CEUS-R 349			100%	Fall	3			23	0			
FOLK-F 312	European Folk Musics	Hooker L	100%	Fall								
CEUS-R 349/549, REEI-R 300/500,	Economy, State and Society:							9	8			X
WEUR-W 406/605	Contemporary Hungary	Benczes I										
CEUS-R 351/551	Prophets, Poets, Kings: Iranian Civilization	Choksy J	100%	Fall	3	25	5	25	0			X
CEUS-R 352/552, ANTH-E 397/600, NELC-N 397	Peoples and Cultures of the Middle East	Shahrani M	100%	Fall	3			28	4			X

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Course Number	Course Title	Instructor	Relevant Content	Terms Offered	Credit hours	2012-2013		Fall 2013		Spring 2014		2014-2015	
						UG	Grad	UG	Grad	UG	Grad	UG	Grad
CEUS-R 354/554	Literature and Cinema in Modern Iran	Losensky P	100%	Spring	3	17	5					X	
CEUS-R 354/554	Persian Mystical Literature	Losensky P	100%	Spring	3					18	3	X	
CEUS-R 359	Tribal Conflicts in Afghanistan	Arman	100%	Fall	3							X	
CEUS-R 360/560, HIST-G 300	Modern Mongolia	Atwood C	100%	Fall	3	2	9					X	
CEUS-R 360/560	Mongolian Civilization and Folk Culture	Kara G	100%	Spring	3	1	1					X	
CEUS-R364/564	Shamanism and Folk Religion of the Mongols	Kara G	100%	Fall	3							X	
CEUS-R 369/569	Mongolian Folklore	Kara G	100%	Spring	3					1	0	X	
CEUS-R 369/569	New Mongolian Literatures	Kara G	100%	Fall	3							X	
CEUS R370/570	Intro to the History of Tibet	Sperling E	100%	Spring	3	6	1					X	
CEUS-R 371/571	Tibet and the West	Sperling E	100%	Fall	3	3	5					X	
CEUS-R 372/572	Sino-Tibetan Relations	Sperling E	100%	Spring	3			3	5			X	
CEUS-R 379/579	Sources for the Study of Tibetan History	Sperling E	100%	Spring	3					2		X	
CEUS-R 389	Contemporary Turkey	Crum S	100%	Fall	3							X	
CEUS-R 393/593	Mongol Century	Atwood C	100%	Fall	3							X	
CEUS-R 395/595	Politics of Identity in China and Inner Asia	Bovingdon G	100%	Spring	3	12	9					X	
CEUS-R 399/599, HIST-D 300	Europe between Hitler and Stalin	Borhi L	100%	Fall	3	35	1						

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Course Number	Course Title	Instructor	Relevant Content	Terms Offered	Credit hours	2012-2013		Fall 2013		Spring 2014		2014- 2015
						UG	Grad	UG	Grad	UG	Grad	
CEUS-R 399/599, MEST-M 390/502	Introduction to Central Eurasian History	Beckwith C	100%	Fall	3	6	7					X
CEUS-R 399/599, GEOG-G 427	Russia and Its Neighbors	Zlotin R	100%	Spring	3	30	1	25	3			X
CEUS-R 399/599	Chinese Sources on Central Eurasia	Beckwith C	100%	Spring	3	0	5					
CEUS-R 399/599, ANTH-E 300/600	Property in Central Eurasia	Graber K	100%	Spring	3	10	5					X
CEUS-R 399/549, REEI-R 300/500	Economies: From Communism to Free Market	Benczes I	100%	Fall	3			1	10			
			100%	Spring								
CEUS-R 399/549, REEI-R 300/500, WEUR-W 405/605	Governance and Crisis in Europe: History, Institutions and New Members	Benczes I	100%		3					9	4	
CEUS-R 399/599, ANTH-L 400/600	Language and Identity in Central Eurasia	Graber K	100%	Spring	3					5	11	
			100%									
CEUS-R 399, CEUS-R 599	Sources on Medieval Central Eurasia: The Golden Age	Beckwith C	100%	Fall	3							X
CEUS-R 399, CEUS-R 599	Sociology of Organizations	Sagvari	100%	Fall	3							X
CEUS-R 399, CEUS-R 599	Youth in National and International Perspectives	Sagvari	100%	Fall	3							X
	Crimea: From Great Power to Political Pawn 15th-21st Centuries	Lazzerini E	100%	Fall	3							X
CEUS-R 399, CEUS-R 599, CEUS-R 411/611, HIST-G 300	Ethnic History of Central Asia	Sela R	100%	Spring	3					5	9	
	Islamic Central Asia in the 16th-19th Centuries	DeWeese D	100%	Fall	3	1	7					X
CEUS-R 413/613	Naqshbandi Sufis in Central Asia	DeWeese D	100%	Fall	3			2	7			
CEUS-R 415/615	Persian Mystical Literature	Losensky P	100%	Spring	3		5	18	3			

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Course Number	Course Title	Instructor	Relevant Content	Terms Offered	Credit hours	2012-2013		Fall 2013		Spring 2014		2014-2015
						UG	Grad	UG	Grad	UG	Grad	
CEUS-R 461/661	Mongolian Literature and Folklore	Kara G	100%	Fall	3	1	6					X
CEUS-R 467/667	Mongolic Writing Systems	Kara G	100%	Spring	3	1	3					X
CEUS-R 501, HIST-T 500	The Baltic States Since 1918	Raun T	100%	Fall	4, 3	0	4					
CEUS-R 509	Unity and Diversity In European Union	Raun T	100%	Fall	3			0	5			
CEUS-R 528, POLS-Y 657	Post-Soviet Central Asia: Identity, Language and Social Issues	Schwab W	100%	Spring	3	0	6					
CEUS-R 561	Mongolia's Middle Ages	Atwood C	100%	Spring	3	0	10					
CEUS-R 563	Mongolian Historical Writings	Kara G	100%	Fall	3			0	3			
CEUS-R 596, HIST-T 500	Rus, Khazars, & Bulgars	Lazzerini E	100%	Fall	4, 3	0	4					X
CEUS-R 599, HIST-T 500	Cold War	Borhi L	100%	Spring	4, 3	0	10					
CEUS-R 627, HIST-T 500	Islam and Modernity in Central Asia	Lazzerini E	100%	Spring	4, 3	0	6					
CEUS-R 629	Islamic Hagiography in Central Asia	DeWeese D	100%	Spring	3	0	4					X
CEUS-R 649, FOLK-F 635, MUS-M 510	Roma Through History, Music and Film	Hooker L	100%	Spring	3	0	7					X
CEUS-R 666	Mongolian Languages and Dialects	Kara G	100%	Fall	3			0	3			
CEUS-R 698, HIST-T 500	Empire and Ethnicity in Modern Russia	Tovio R	100%	Spring	4, 3	0	10					
CEUS-R 699	Central Eurasian Languages	Beckwith C	100%	Fall	3							X
CEUS-R 710, ANTH-E 600	Seminar on Central Asian Nomadic Pastoral Societies	Shahrani M	100%	Fall	3	0	3					

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Course Number	Course Title	Instructor	Relevant Content	Terms Offered	Credit hours	2012-2013		Fall 2013		Spring 2014		2014- 2015
						UG	Grad	UG	Grad	UG	Grad	
CEUS-R 711, ANTH-E 600, NELC-N 695 CEUS-R 711, ANTH-E 600, NELC-N 695, CEUS-R 711, ANTH-E 600, NELC-N 695	Representations of Islam and Muslims in Anthropological Literature	Shahrani M	100%	Fall	3	0	11					
CEUS-R 711, ANTH-E 600, NELC-N 695, CEUS-R 711, ANTH-E 600, NELC-N 695	Islam and Politics in Central Asia and the Middle East Seminar on Muslim States and Societies: Central and Southwestern Asia	Shahrani M	100%	Fall	3			0	5			X
	Seminar on Family, Gender and Crisis of Masculinity in Muslim Central and Southwestern Asia	Shahrani M	100%	Spring	3							X
CEUS-R 711	Sources for the Study of Central Asian History	Sela R	100%	Fall	3							X
CEUS-R 713 CEUS-R 770	The Mi-dbangs rtogs-brjod Introduction to Chinese Sources for Tibetan Studies	Sperling E	100%	Fall	3	0	3					
CEUS-R 771		Sperling E	100%	Fall	3			0	3			
East Asian Studies												
EALC E204	International Relations of East Asia	Jung H	25%	Spring	3	9	0					X
EALC E204	Politics and Business in East Asia	Jung H	25%	Spring	3	35	0					X
EALC-E 393 EALC-C 467, EALC-C 567 EALC E390	China's Political Economy China as a Global Player Contemporary Chinese Politics	Fall Cai J Kennedy S	25% 25%	Fall Spring	3	19				6	0	
EALC-E 505	Chinese Literature Since 1300	Michelson E	25%	Spring	3	22	0					X

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Course Number	Course Title	Instructor	Relevant Content	Terms Offered	Credit hours	2012-2013	Fall 2013	Spring 2014	2014-2015
EALC-E 505	Law and Society in Contemporary China	Michelson E	25%						X
Economics									
ECON-E 331	International Trade	Spechler M	25%	Fall /Spring	3	131	0	130	0
ECON-E 331	International Monetary Economics	Kaganovich M	25%	Fall	3	48	0	50	0
ECON E386/E501	Soviet-Type Economies in Transition	Alexeev M	75%	Spring	3	28	5	0	30
									X
Education									
EDUC H551	Comparative Education 1	Sutton M	25%	Fall	3	0	15	0	19
									X
Fine Arts and Drama									
COLL E103	Sacred Places	Gruber C	25%	Fall	3	72	0	70	0
FINA A327 / NELC N304	Survey of Islamic Art	Gruber C	25%	Fall	3	40	0	50	0
									X
FINA A527	Formation of Islamic Art	Gruber C	25%	Fall	3	0	11	11	0
FINA A667 / NELC N695	Islamic Codicology & Paleography	Gruber C	25%	Spring	3	0	19	2	0
									X
Folklore and Ethnomusicology									
COLL-E 103	Music, Identity and Citizenship	McDonald D	25%	Fall	3	17			
CULS-C 701, FOLK-F 722	Activism, Engagement, and Critical Ethnography	McDonald D	25%	Fall	3	0	18		
FOLK-E 522	The Study of Ethnomusicology	Tuohy S	25%		3		100		45
									X
FOLK-F 111	World Music and Cultures	Leon J	25%		3	184	0	243	0

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						UG	Grad	UG	Grad	UG	Grad	
FOLK-F 121	World Arts and Cultures	Leon J	25%		3	120	0					
FOLK-F 252	Musical Theater & Ethnic Representation	Cohen J	25%		3			15	0			
FOLK-F 305	Cultural Diversity in China	Tuohy S	25%		3			26	0			
FOLK-F 307,			50%									
FOLK-F 617	Popular Culture and Politics in the Middle East	Gershon I			3							X
NELC-N 695,												
CULS-C 701												
FOLK-F 307	Islam Among the Folk	El-Shamy H	50%		3			10	0			
FOLK-F 312	European Folk Musics	Hooker L	50%		3			21	0			
Gender Studies												
GNDR-G 215	Sex & Gender: Cross Cultural Perspective	Friedman S	25%	Spring	3	50	0					X
Geography												
GEOG G107	Physical Systems of	Zlotin R	25%	Fall	3	172	0	135	0			X
GEOG G427	Russia and its Neighbors	Zlotin R	50%	Fall	3	31	0	32	0			X
GEOG G120	World Regional Geography	Zlotin R	25%	Spring	3	180	0			177	0	X
History												
HIST-B 200	International Relations of Europe	Borhi L	50%		3	34						
HIST-C 205	Intro to Islamic Civilization	Sahin K	75%	Fall	3	21				35	0	X
HIST-C 210,	Making of Modern Middle East	Martin K	25%	Fall	3	35						X
NELC-N 204												
HIST-C 305,	Middle East History through Literature and Film	Martin K	25%	Spring	3	21						X
NELC-N 303												
HIST-C 377	Greek History: Bronze Age-Persian Wars	Robinson E	25%	Fall	3			58	0			X

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						UG	Grad	UG	Grad	UG	Grad	
HIST-C 377	Greek History: Persian Wars-Alexander	Robinson E	25%	Spring	3	120	1			74	0	X
HIST-D 102	Icon and Axe: Russia to 1861	Ransel D	25%	Fall, Spring	3	56	0					X
HIST D200	Russian History Through Films	Kuromiya H	25%	Fall	3	23	0	35	0			X
HIST-D 300, REEL- R 300, HIST-J 400	Anna Karenina : Imperial Russia	Eklöf B	25%		3	34	0					X
HIST-D 300, REEL- R 300	Ethnic Cleansing and Expulsions in 20th Century Eastern Europe	Frieber A	25%	Spring	3	27	0					X
HIST-D 308	Empire of the Tsars	Eklöf B	25%	Fall	3			22	0			X
HIST-D 310, REEL- R 300/500	Russian Revolution and the Soviet Regime	Kuromiya H	25%	Fall	3					42	2	X
HIST-D 320	The People Versus the Emperor	Brett D	25%	Fall	3			14	0			X
HIST-D 320	Modern Ukraine - From Cossacks to Independence	Kuromiya H	25%	Fall	3			12	0			X
HIST-D 330, REEL- R 300/500	Eastern Europe 1944-Present	Brett D	25%	Spring	3					15	2	X
HIST-G 200	Frontier China: Migrants, Nomads and Borderland Nobodies in Chinese History	Schlesinger J	100%	Spring	3			34	1			X
HIST-G 200	Chinese Revolutions	Wang F	25%	Fall	3							X
HIST-G 383	The Age of Empires: China to 1850	Schlesinger J	25%	Fall	3			17	0			X
HIST-H 101	The World in the 20th Century I: To 1945	Guardino P	25%	Fall	3			150	0			X

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						UG	Grad	UG	Grad	UG	Grad	
HIST-H 102	The World in the 20th Century II	Guardino P	25%	Spring	3	75	0					X
HIST-H 103	Europe: Renaissance to Napoleon	Field A.	25%	Fall	4	67	0	66	0			X
HIST-H 206	Medieval Civilization	Deliyannis D	25%	Spring	3					164	0	X
HIST-H 205	Ancient Civilization	Aull C	25%	Fall	3			74	0			X
HIST-H 591	Teaching World History	Machado P	25%	Fall	4							X
	Colloquium in Russian History	Eklof B	25%	Fall	4			0	10			X
HIST-H 640												
HIST-H 640/740, REEI-R 500	Soviet History	Kuromiya H	50%	Fall	3, 4			0	15			X
HIST-H 645	Historiography of Eastern Europe	Kenney P	25%	Fall	4			0	11			X
HIST-H 675	Historiography of Early Modern China	Schlesinger J	50%	Spring	4					0	9	X
	Modern Chinese											
HIST-H 675	Historiography	Wang F	25%	Fall	4							X
HIST-H 685, NELC-N 695	The Cultural History of the Middle East	Martin K	50%	Fall	3, 4			0	5			X
HIST-H 685, NELC-N 695	Theory and Method in Middle East Historiography	Martin K	50%	Spring	3, 4					0	13	X
HIST-H 699	Introduction to 18th Century Studies	Spang R	25%	Fall	4							X
HIST-H 720	Modern Europe	Pergher R	25%	Spring	4					0	5	
			25%	Spring	4					0	10	
HIST-H 740, REEI-R 500	Modern Russia/Ukraine	Kuromiya H										
HIST-H 785	Early Modern Islamic Empires, 1300-1750	Sahin K	100%	Fall	4				11	0		X
HIST-J 300	Marx and the Marxian Theory	Field A	25%	Fall	3	18	0	19	0			X

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						UG	Grad	UG	Grad	UG	Grad	
HIST-J 300	East European History	Brett D	25%	Fall	3			20	0			X
HIST-J 300	China in the World, 1200-2000	Schlesinger J	50%	Fall	3	17	0					X
HIST-J 300	The Ottoman Empire, 1300-1600	Sahin K	100%	Fall	3	20	0					
HIST-J 300	Istanbul Through the Ages	Sahin K	100%	Spring	3			19	0			X
HIST-J 300	Europe and World War I	Brett D			3			20	0			X
HIST-J 400	Ottoman Empire-Turkish Republic	Sahin K	100%	Spring	3	20	0					X
HIST-W 300	Environmental History	O'Bryan S	25%	Spring	3							X
HIST-W 300	Modernism and World Architecture	Dodson M	25%	Spring	3					17	0	
HIST-W 300	Money and History	Spang R	25%	Spring	3					19	0	
HIST-W 325, AMST-A 399	World War II: The Peoples	Linenthal E		Spring	3					75	0	X
HIST-W 300	Slavery and Unfreedom in World History	Machado P	25%	Fall	3			33	0			X
International Studies												
COLL-C 103	Contemporary World Cinema	Beinek J	25%	Fall	3	116						X
COLL-C 103	Language and Religion	Obeng S	25%	Fall	3			114	0			X
INTL-I 100	Intro to International Studies	Gingying F, Baskin F	25%	Fall, Spring	3	163	0	90	0	82		X

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Indiana University IAU/NRC

Course Number	Course Title	Instructor	Relevant Content	Terms Offered	Credit hours	2012-2013		Fall 2013		Spring 2014		2014- 2015
						UG	Grad	UG	Grad	UG	Grad	
INTL I201	Culture & Arts: International Perspective	Minetti A	25%	Spring	3		80	0				X
INTL I206	Nations, States & Boundaries	Kalentzidou O	25%	Spring	3	40	38	2				X
INTL I325	Environmental Issues in Russian History	Zlotin R	25%	Spring	3	1	1					X
Journalism												
JOUR J110	Foundations of Journalism and Mass Communication	Myrick J, Lanosga G	25%	Fall / Spring	3	164	329			150		X
JOUR-J 160	The Media Village	Overby K	25%	Fall	3	30	0			37		X
JOUR J460	Muslims in the Media	Pennington R	25%	Spring	4							X
Law												
LAW-B 506	Climate, Law and Policy	Cole D	25%	Fall	3		0	10		0		X
LAW-B 565, REEL-R 500	International Criminal Law	Waters T	25%	Spring	3					0	12	X
LAW-B 665	International Law	Waters T	25%	Fall	3		0	11		0		X
LAW-B 735	International Buisness Law	Fidler D	25%	Fall	3		0	20		0		X
LAW-B 755	European Union Law	Craig P	25%	Fall	3		0	20		0		X
Music												
MUS Z111	Introduction to Music Theory	Huseynova A	25%	Fall / Spring	3	62	0	60		59		X
Near Eastern Studies												
COLL-C 104	War in the Middle East	Walbridge J	50%	Spring	3	57	0			114	0	X
NELC-N 122	U.S. Foreign Policy & Muslim World	Sinno A	100%	Spring	3	27	0			9	0	X
NELC-N 204	Golden Age of Islamic Civilization	Afsaruddin A	75%	Fall	3			25	2			
NELC-N 204, HIST-C 210	Making of the Modern Middle East	Martin K	50%	Spring	3					28	0	

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Course Number	Course Title	Instructor	Relevant Content	Terms Offered	Credit hours	2012-2013		Fall 2013		Spring 2014		2014-2015
						UG	Grad	UG	Grad	UG	Grad	
NELC-N 208, NELC-N 304	Europe and the U.S.: Transnational Islam Contemporary Lit of Middle East	Harding C	25%	Fall	3	59	0	24	0			X
NELC-N 212		Harding C	25%	Spring	3	25	0			25	0	X
NELC-N 303/695	History of Islamic Architecture of the Middle East Language and Society in the Middle East	Moaz A	50%	Fall	3			4	4			X
NELC-N 305/695 NELC-N 305, POL-S-Y 490, WEUR-W 405		Harding C	25%	Fall	3			14	0			X
	Muslims in the West	Sinno A	25%	Fall	3			21	1			X
NELC-N 307/695	Shi'ism	Walbridge J	50%	Fall	3					13	10	
NELC-N 350	Modern Iran	Walbridge J	100%	Fall	3	17	4					X
NELC-N 339, POL-S-Y 339	Middle Eastern Politics	Sinno A	25%	Fall	3			38	0			X
NELC-N 365/680, PHIL-P 401	Islamic Philosophy	Walbridge J	25%	Fall	3			10	12			X
NELC-N 695, POL-S-Y 657	Researching the Politics of Muslim Countries	Razo A	25%	Spring	3			0	6	0	12	X
												X
Political Science												
POLS Y332	Russian Politics	Nissen S	25%	Fall	3			38	1			X
POLS Y332	Russian Politics	Smyth R	25%	Spring	3	43	1					X
POLS Y333	Chinese Politics	Kennedy S	25%	Spring	3			0	12			X
POLS Y350	Politics of the European Union	Sissenich B	25%	Spring	3	77	2			36	0	X
POLY-S 362	International Politics of South Asia	Ganguly S.	25%	Spring	3					0	9	X

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						UG	Grad	UG	Grad	UG	Grad	
POLS Y368	Russian & Soviet Foreign Policy	Spechler D	25%	Spring	3	32	1			53	0	X
POLS Y490	Dictatorship to Democracy	Bielasiak J	25%	Spring	3	19	0					
POLS Y657	Post-Communist Politics	Smyth R	50%	Spring	3					13	0	X
Russian and East European Studies												
COLL-C 103	Civilization and Russian Far East	Valentino R	75%		3			119	0			X
REEI-R 300/500	Economic History of Russia and E Europe	Spechler M	25%	Spring	3							X
SLAV-R 223	Introduction to Russian Culture	Stefani S	25%	Fall	3	35						X
SLAV-R 223	Contemporary Russian Culture	Shardakova M	25%	Fall	3							X
SLAV-R 229	Russian Folk Tales	Shrager M	25%	Spring	3	16						X
SLAV-R 263	Russian Literature: Pushkin to Dostoevsky	Emery J	25%	Fall	3	35						X
SLAV-R 264,	Russian Literature:	Stefani S	25%	Spring	3	33	5					X
SLAV-R 564	Dostoevsky to Solzhenitsyn											
SLAV-R 352/552	Russian and Soviet Film	Beinek J	25%	Fall	3	10						X
SLAV-R 353	Central European Cinema	Emery	25%	Spring	3	11						X
SLAV-R 406	Readings in Russian Lit 2	Shrager M	25%	Spring	3	5						X
SLAV-R 503	Old Russian Literature	Stern-Gottschalk A	25%	Spring	3	0	5	0	3			X
SLAV-S 320,	Chekhov	Stefani S	25%	Fall	3	5						X
SLAV-R 535												
SLAV-S 320,	Comparative 20th Century	Volkova B	25%	Fall	3	0	4					X

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Course Number	Course Title	Instructor	Relevant Content	Terms Offered	Credit hours	2012-2013		Fall 2013		Spring 2014		2014-2015
						UG	Grad	UG	Grad	UG	Grad	
Religious Studies												
REL-A 270	Introduction to Islam	Ibrahim	100%	Fall	3	90	0	53				X
REL-A 470/553	Politics and Cultures of Islamic Education	Ibrahim N	25%	Spring	3				6	5		
	Introduction to Buddhism	Nance R	100%	Fall / Spring	3	250	0	151	0	149	0	X
REL-B 230	Introduction to Chinese Religion	Ing M	25%	Fall	3			39	1			X
REL-B 300	Buddhist Art of India and Tibet	Nance R	75%	Spring	3					11	0	X
REL-B 310, REL-R 554	East Asian Buddhism	Blair H	25%	Fall	3			33				X
REL-B 412, REL-R 552	Buddhism and Popular Culture	Blair H	50%	Spring	3					14	3	X
REL-B 433, REL-R 552	Embodying Nirvana	Nance R	75%	Fall	3			11	5			X
REL-R 133	Introduction to Religion	Wiseman W	25%	Fall / Spring	3	89	0	92	0			X
REL-R 152	Jews, Christians, and Muslims	Imhoff S, Magid S	25%	Fall / Spring	3	248	0	70	0	150	0	X
REL-R 153	Religions of Asia	Sundaram D, Ing M	25%	Fall / Spring	3	178	0	76	0	126	0	X
Public and Environmental Affairs												
SPEA-A 163	Arts World: Management, Markets and Policy	Lewis F	25%	Fall	3	98	0	140	0			X
SPEA-E 162	Environment and People	Doran C	25%	Fall	3	614	0	369	0	353	0	X
SPEA-E 272	Introduction to Environmental Sciences	Powers S	25%	Fall	1	270	0	138	0	120	0	X
SPEA-V 524	Civil Society in Comparative Perspective	Lenkowsky L	25%	Fall / Spring	3			0	15			X
SPEA-V 578	Intro to Comparative and International Affairs	Reuveny R	25%	Spring	3			0	11	0	18	X

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Course Number	Course Title	Instructor	Relevant Content 25%	Terms Offered	Credit hours	2012-2013		Fall 2013		Spring 2014		2014-2015
						UG	Grad	UG	Grad	UG	Grad	
SPEA-V 669	Economic Development, Globalization, and Ent.	Desai S		Spring	3			0	36			X

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LANGUAGE, LITERATURE, AND LINGUISTICS COURSES

Course Number			Course Title			Instructor			Relevant Content		Terms Offered	Credit Hours	2012-2013 UG	2013 Grad	Fall 2013 UG	Spring 2014 UG	2014-2015 Grad	
Dari																		
CEUS-T 198/599			Introductory Dari I			Azim H			100%	Fall	4/3							X
CEUS-T 199/599			Introductory Dari II			Azim H			100%	Spring	4/3							X
CEUS-T 298/698			Intermediate Dari I			Arman R			100%	Fall	4/3							X
CEUS-T 299/699			Intermediate Dari II			Arman R			100%	Spring	4/3							X
CEUS-T 398/798			Advanced Dari I			Arman R			100%	Fall	4/3	0	4		4	3		X
CEUS-T 399/799			Advanced Dari II			Arman R			100%	Spring	4/3	0	4			4	3	X
CEUS-T 198/599			Introductory Dari I			Azim H			100%	Summer	4/3	0	6					
CEUS-T 199/599			Introductory Dari II			Azim H			100%	Summer	4/3	0	6					
CEUS-T 298/698			Intermediate Dari I			Arman R			100%	Summer	4/3	6	3					
CEUS-T 299/699			Intermediate Dari II			Arman R			100%	Summer	4/3	6	3					
Estonian																		
CEUS-T 103/503			Introductory Estonian I			Kivik P			100%	Fall	4/3	2	0		1	0		X
CEUS-T 104/ 504			Introductory Estonian II			Kivik P			100%	Spring	4/3	1	0			1	0	X
CEUS-T 203/603			Intermediate Estonian I			Kivik P			100%	Fall	4/3	1	0					X
CEUS-T 204/604			Intermediate Estonian II			Kivik P			100%	Spring	4/3	1	1					X
CEUS-T 309/ 509			Structure of Estonian			Kivik P			100%	Fall	4/3							X
Finnish																		
CEUS-T 101/501			Introductory Finnish I			Taurama M			100%	Fall	4/3	7	2		5	1		X
CEUS-T 102/502			Introductory Finnish II			Taurama M			100%	Spring	4/3	4	3			4	1	X
CEUS-T 201/601			Intermediate Finnish I			Taurama M			100%	Fall	4/3	4	1		2	1		X
CEUS-T 202/602			Intermediate Finnish II			Taurama M			100%	Spring	4/3	3	1			2	1	X
CEUS-T 301/701			Advanced Finnish I			Taurama M			100%	Fall	4/3	1	2		1			X
CEUS-T 302/702			Advanced Finnish II			Taurama M			100%	Spring	4/3	1	2			1	1	X
Hungarian																		
CEUS-T 141/541			Introductory Hungarian I			Varga V			100%	Fall	4/3	1	1		6	0		X
CEUS-T 142/542			Introductory Hungarian II			Varga V			100%	Spring	4/3	1	1			3	0	X
CEUS-T 241/641			Intermediate Hungarian I			Varga V			100%	Fall	4/3	2	1		2	1		X

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LANGUAGE, LITERATURE, AND LINGUISTICS COURSES

Course Number	Course Title	Instructor	Relevant Content	Terms Offered	Credit Hours	2012-2013		Fall 2013		Spring 2014		2014-2015
						UG	Grad	UG	Grad	UG	Grad	
CEUS-T 242/642	Intermediate Hungarian II	Varga V	100%	Spring	4/3	2	1	2	1			X
CEUS-T 341/741	Advanced Hungarian I	Varga V	100%	Fall	4/3	5	2	2	0			X
CEUS-T 342/742	Advanced Hungarian II	Varga V	100%	Spring	4/3	5	2	2	0			X
CEUS T141/T541	Introductory Hungarian I	Varga V	100%	Summer	4/3	1	8					X
CEUS T142/T542	Introductory Hungarian II	Varga V	100%	Summer	4/3	1	8					X
Kazakh												
CEUS-T 113/513	Introductory Kazakh I	Satova D	100%	Fall	4/3			0	1			X
CEUS-T 114/514	Introductory Kazakh II	Satova D	100%	Spring	4/3				0	1		X
CEUS-T 213/613	Intermediate Kazakh I	Satova D	100%	Fall	4/3			0	2			X
CEUS-T 214/ 614	Intermediate Kazakh II	Satova D	100%	Spring	4/3				0	2		X
CEUS U520	Advanced Kazakh I	Adilkhanova B	100%	Fall	4/3	1	0					X
CEUS-T 313/713	Advanced Kazakh II	Adilkhanova B	100%	Spring	4/3	1	0					X
CEUS-T 113/513	Introductory Kazakh I	Oraz Sapashev	1	Summer	4/3	0	2					
CEUS T114/T514	Introductory Kazakh II	Oraz Sapashev	1	Summer	4/3	0	2					
Kyrgyz												
CEUS T398/798	Advanced Kyrgyz I		100%	Fall	4/3							X
CEUS T398/798	Advanced Kyrgyz I		100%	Spring	4/3							X
Mongolian												
CEUS-T 161/561	Introductory Mongolian I	Legden T	100%	Fall	4/3	2	4	1	2			X
CEUS-T 162/ 562	Introductory Mongolian II	Legden T	100%	Spring	4/3	1	4		0	2		X
CEUS-T 261/661	Intermediate Mongolian I	Legden T	100%	Fall	4/3	0	2	1	5			X
CEUS-T 262/662	Intermediate Mongolian II	Legden T	100%	Spring	4/3	0	2		1	5		X
CEUS-T 361/761	Advanced Mongolian I	Legden T	100%	Fall	4/3	1	2	0	4			X
CEUS-T 362/762	Advanced Mongolian II	Legden T	100%	Spring	4/3	0	3		0	3		X
CEUS-T 363/664	Classical Mongolian I	Kara G	100%	Spring	4/3				0	7		
CEUS-T 364/664	Classical Mongolian II	Kara G	100%	Fall	4/3	0	4					X

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LANGUAGE, LITERATURE, AND LINGUISTICS COURSES

Course Number	Course Title	Instructor	Relevant Content	Terms Offered	Credit Hours	2012-2013 UG	2013 Grad	Fall 2013 UG	2013 Grad	Spring 2014 UG	2014 Grad	2015
CEUS T161/T561	Introductory Mongolian I	Legden T	100%	Summer	4/3	0	4					X
CEUS T162/T562	Introductory Mongolian II	Legden T	100%	Summer	4/3	0	4					X
Pashto												
CEUS-T 153/553	Introductory Pashto I	Inomkhojaye R	100%	Fall	4/3	0	1	0	1			X
CEUS-T 154/554	Introductory Pashto II	Inomkhojaye R	100%	Spring	4/3	0	1			0	1	X
CEUS-T 253/653	Intermediate Pashto I	Inomkhojaye R	100%	Fall	4/3			1	1			X
CEUS-T 254/654	Intermediate Pashto II	Inomkhojaye R	100%	Spring	4/3					1	1	X
CEUS-T 398/798,	Advanced Pashto I	Arman R	100%	Fall	4/3	2	4	2	3			X
CEUS-T 353												
CEUS-T 399/799,	Advanced Pashto I	Arman R	100%	Spring	4/3	1	4			1	2	X
CEUS-T 353												
Persian												
CEUS-T 151/551	Introductory Persian I	Daneshgar S	100%	Fall	4/3	17	8	17	0			X
CEUS-T 152/552	Introductory Persian II	Daneshgar S	100%	Spring	4/3	10	9			13	0	X
CEUS-T 251/651	Intermediate Persian I	Daneshgar S	100%	Fall	4/3	9	7	8	6			X
CEUS-T 252/652	Intermediate Persian II	Daneshgar S	100%	Spring	4/3	6	8			7	6	X
CEUS-T 351/751	Advanced Persian I	Losensky P	100%	Fall	4/3	1	4	3	5			X
CEUS-T 352/752	Advanced Persian II	Losensky P	100%	Spring	4/3	1	3	1	6			X
CEUS U399/U520	Middle Iranian Languages: Manichaean	Choksy J	100%	Fall	3	0	7					
CEUS T358/T658	Old Iranian Languages: Avestan	Choksy J	100%	Fall	3	0	4					X
CEUS-T 151/551	Introductory Persian I	Solaiman Fazel	100%	Summer	4/3	0	3					X
CEUS-T 152/552	Introductory Persian II	Solaiman Fazel	100%	Summer	4/3	0	3					X

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LANGUAGE, LITERATURE, AND LINGUISTICS COURSES

Course Number	Course Title	Instructor	Relevant Content	Terms Offered	Credit Hours	2012-2013 UG	2013 Grad	2014 UG	2014-2015 Grad
Tibetan									
CEUS-T 171/571	Introductory Tibetan I	Rabsal G	100%	Fall	4/3	4	0	2	X
CEUS-T 172/572	Introductory Tibetan II	Rabsal G	100%	Spring	4/3	4	0	2	X
CEUS-T 271/671	Intermediate Tibetan I	Rabsal G	100%	Fall	4/3	0	2	1	3
CEUS-T 272/672	Intermediate Tibetan II	Rabsal G	100%	Spring	4/3	0	2	0	3
CEUS-T 371/771	Advanced Tibetan I	Rabsal G	100%	Fall	4/3	1	2	1	2
CEUS-T 372/772	Advanced Tibetan II	Rabsal G	100%	Spring	4/3	1	2	1	2
CEUS-T 674	Amdo Dialect Tibetan	Rabsal G	100%	Spring	3	0	2	0	4
CEUS-T 476/676	Readings in Modern Tibetan Text	Sperling E	100%	Fall	4/3	0	2		
Tatar									
CEUS-T 598	Introductory Tatar I	Sharifullina D	100%	Summer	4/3	0	3		X
CEUS-T 598	Introductory Tatar II	Sharifullina D	100%	Summer	4/3	0	3		X
Turkish									
CEUS-T 181/581	Introductory Turkish I	Ozcelik O	100%	Fall	4/3	12	2	9	4
CEUS-T 182/582	Introductory Turkish II	Ozcelik O	100%	Spring	4/3	5	3	1	3
CEUS-T 281/681	Intermediate Turkish I	Ariogul S	100%	Fall	4/3	2	5	3	2
CEUS-T 282/682	Intermediate Turkish II	Ariogul S	100%	Spring	4/3	2	5	3	2
CEUS-T 381/781	Advanced Turkish I	Elbasan Z	100%	Fall	4/3	2	2	2	2
CEUS-T 382/782	Advanced Turkish II	Elbasan Z	100%	Spring	4/3	1	2	1	1
CEUS-T 486/685	Introductory Ottoman Turkish I	Silay K	100%	Fall	3			0	5
CEUS-T 485/785	Media Turkish I	Silay K	100%	Fall	3	3	6		
CEUS-T 485/785	Media Turkish II	Silay K	100%	Fall	3	3	6		
CEUS-T 181/581	Introductory Turkish I	Kontovas N	100%	Summer	4/3	3	10		X
CEUS-T 182/582	Introductory Turkish II	Kontovas N	100%	Summer	4/3	3	10		X
CEUS-T 281/681	Intermediate Turkish I	Ariogul S	100%	Summer	4/3	3	6		X
CEUS-T 282/682	Intermediate Turkish II	Ariogul S	100%	Summer	4/3	3	6		X

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LANGUAGE, LITERATURE, AND LINGUISTICS COURSES

Course Number	Course Title	Instructor	Relevant Content	Terms Offered	Credit Hours	2012-2013 UG	2013 Fall UG	2013 Spring UG	2014 Grad	2015
Uyghur										
CEUS T131/T531	Introductory Uyghur I	Nazarova G	100%	Fall	4/3	0	2	0	1	X
CEUS T132/T532	Introductory Uyghur II	Nazarova G	100%	Spring	4/3	0	1			X
CEUS T231/T631	Intermediate Uyghur I	Nazarova G	100%	Fall	4/3	0	3		0	1
CEUS T232/T632	Intermediate Uyghur II	Nazarova G	100%	Spring	4/3	0	3			X
CEUS T331/T731	Advanced Uyghur I	Nazarova G	100%	Fall	4/3	0	0	0	4	X
CEUS T332/T732	Advanced Uyghur II	Nazarova G	100%	Spring	4/3	0	0		0	5
CEUS-T 631	Intermediate Uyghur I	Nazarova G	100%	Summer	4/3	0				X
CEUS-T 632	Intermediate Uyghur II	Nazarova G	100%	Summer	4/3	0	2			
Uzbek										
CEUS T111/T511	Introductory Uzbek I	Hodjaev M	100%	Fall	4/3	0	2	0	4	X
CEUS T112/T512	Introductory Uzbek II	Hodjaev M	100%	Spring	4/3	0	2		0	4
CEUS T211/T611	Intermediate Uzbek I	Hodjaev M	100%	Fall	4/3	0	1	0	3	X
CEUS T212/T612	Intermediate Uzbek II	Hodjaev M	100%	Spring	4/3	0	1		0	3
CEUS T311/T711	Advanced Uzbek I	Hodjaev M	100%	Fall	4/3	0	2			X
CEUS T312/T712	Advanced Uzbek II	Hodjaev M	100%	Spring	4/3	0	2			X
CEUS T111/T511	Introductory Uzbek I	Hodjaev M	100%	Summer	4/3	0	2			X
CEUS T112/T512	Introductory Uzbek II	Hodjaev M	100%	Summer	4/3	0	2			X
Other Language and Linguistics Courses										
CEUS-T 398/690	Introduction to Manchu	Kara G	100%	Spring	3	0	5			
CEUS-T 398 /598	Introduction to Tokharian (Tocharian)	Beckwith C	100%	Fall	3			0	4	
CEUS-R 599	Altaic Linguistics	Kara G	100%	Fall	3					X
CEUS-T 623	Chaghatay	DeWeese D	100%	Spring	3				0	4
CEUS-T 691	Old Turkic	Kara G	100%	Fall	3	0	4			
CEUS-R 699	Central Eurasian	Beckwith C	100%	Fall	3					X
CEUS-T 798	Languages of Inner Asia	Jia J	100%	Fall	3			0	6	

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LANGUAGE, LITERATURE, AND LINGUISTICS COURSES

Course Number		Course Title	Instructor	Relevant Content	Terms Offered	Credit Hours	2012-2013		2013-2014		2014-2015	
							UG	Grad	UG	Grad	UG	Grad
Affiliated Language Courses												
Russian												
SLAV-R 101	Elementary Russian I	Simonchuk A	25%	Fall	4	77	2	70	2			X
SLAV-R 102	Elementary Russian II	Shardakova M	25%	Spring	4	39	1			37	1	X
SLAV-R 201	Intermediate Russian I	Shrager M	25%	Fall	4	27	4	28	3			X
SLAV-R 202	Intermediate Russian II	Shardakova M	25%	Spring	4	25	3			22	1	X
SLAV-R 301	Adv Intermediate Russian I	Doludenko E	25%	Fall	3	10	3	9	4			X
SLAV-R 302	Adv Intermediate Russian II	Shrager M	25%	Spring	3	9	2			7	1	X
SLAV-R 401	Advanced Russian I	Shrager M	25%	Fall	3	5	4	3	7			X
SLAV-R 402	Advanced Russian II	Chernishenko O	25%	Spring	3	4	1			2	3	X
SLAV-R 491	Russian for Graduate Students 1	Stern-Gottschalk A	25%	Fall	3	0	10	0	6			X
SLAV-R 492	Russian for Graduate Students 2	Stern-Gottschalk A	25%	Spring	3	1	9			0	5	X
SLAV-R 501	Fifth Year Russian I	Shrager M	25%	Fall	3	1	6	2	4			X
SLAV-R 502	Fifth Year Russian II	Chernishenko O	25%	Spring	2	1	6					X
SLAV-L 501, SLAV-R 404	Structure of Russian I	Fowler G	25%	Fall	3	7	4	4	1			X
SLAV-L 502, SLAV-R 405	Structure of Russian II	Fowler G	25%	Spring	3	6	4				2	
SLAV-L 571	Old Church Slavonic	Stern-Gottschalk A	25%	Fall	3	0	8					
SLAV-R 472	Business Russian	Melnik S	25%	Spring	3			7	0			X
SLAV-N 111	Summer Intensive Elem. Russian I	McVey D, Oches B	25%	Summer	5	4	15					
SLAV-N 112	Summer Intensive Elem. Russian II	McVey D, Oches B	25%	Summer	5	4	14					X

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LANGUAGE, LITERATURE, AND LINGUISTICS COURSES

Course Number	Course Title	Instructor	Relevant Content	Terms Offered	Credit Hours	2012-2013		Fall 2013		Spring 2014		2014-2015
						UG	Grad	UG	Grad	UG	Grad	
SLAV-N 122	Summer Intensive Elem. Russian II	Braley B	25%	Summer 5	0	7						X
SLAV-N 221	Summer Intensive Interm. Russian I	Braley B	25%	Summer 5	0	7						X
SLAV-N 221	Summer Intensive Interm. Russian I	Madsen K	25%	Summer 5	8	10						X
SLAV-N 232	Summer Intensive Interm. Russian II	Madsen K	25%	Summer 5	6	7						X
SLAV-N 232	Summer Intensive Interm. Russian II	Doludenko E	25%	Summer 5	1	7						X
SLAV-N 341	Summer Intensive Adv Intm Russian I	Doludenko E	25%	Summer 5	1	7						X
SLAV-N 351	Summer Intensive Adv Intm Russian I	Stern-Gottschalk A	25%	Summer 5	5	14						X
SLAV-N 352	Summer Intensive Adv Intm Russian II	Stern-Gottschalk A	25%	Summer 5	5	10						X
SLAV-N 362	Summer Intensive Adv Intm Russian II	Stern-Gottschalk A	25%	Summer 5	3	6						X
SLAV-N 461	Summer Intensive Adv. Russian I	Stern-Gottschalk A	25%	Summer 5	2	4						X
SLAV-N 471	Summer Intensive Adv. Russian I	Stern-Gottschalk A	25%	Summer 5	1	11						X
SLAV-N 472	Summer Intensive Adv. Russian II	Stern-Gottschalk A	25%	Summer 5	1	10						X
SLAV-N 581	Fifth Year Russian I	Yastrebova O	25%	Summer 5	1	7						
SLAV-N 582	Fifth Year Russian II	Yastrebova O	25%	Summer 5	1	7						
SLAV-N 691	Sixth Year Russian I	Sharogradskay a A	25%	Summer 5	0	7						
SLAV-N 692	Sixth Year Russian II	Sharogradskay a A	25%	Summer 5	3	3						

Chinese

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LANGUAGE, LITERATURE, AND LINGUISTICS COURSES

Course Number	Course Title	Instructor	Relevant Content	Terms Offered	Credit Hours	2012-2013		Fall 2013		Spring 2014		2014-2015	
						UG	Grad	UG	Grad	UG	Grad	UG	Grad
EALC-C 101	Elementary Chinese 1	Bao Y	25%	Fall	4/2	138	1	141	8			X	
EALC-C 102	Elementary Chinese 2	Flaherty B	25%	Spring	4/2	98	4			87	3		X
EALC-C 201	2nd Year Chinese 1	Su H	25%	Fall	4/2	66	1	61	0				X
EALC-C 202	2nd Year Chinese 2	Yang G	25%	Spring	4/2	51	6			51	0		X
EALC-C 301/533	Third Year Chinese 1	Su H	25%	Fall	4/3	44		42	3				X
EALC-C 302/534	Third Year Chinese 2	Chang H	25%	Spring	3	30	8			40	0		X
EALC-C 306/506	Literary Chinese I	Eno R	25%	Fall	4/3	4	1			8	8		X
EALC-C 307/507	Literary Chinese II	Luo M	25%	Spring	3	0	2						X
EALC-C 401/543	Fourth Year Chinese I	Bao Y	25%	Fall	4/3	24	3	16	3				X
EALC-C 402/544	Fourth Year Chinese II	Chang H	25%	Spring	3	5	2			6	3		X
EALC-C 101	Elementary Chinese 1	Weng C	25%	Summer	4/2	5	4						X
EALC-C 102	Elementary Chinese 2	Weng C	25%	Summer	4/2	6	4						X
EALC-C 201	2nd Year Chinese 1	Kuo Y	25%	Summer	4/2	14	22						X
EALC-C 202	2nd Year Chinese 2	Kuo Y	25%	Summer	4/2	14	21						X
EALC-C 301/533	Third Year Chinese 1	Liu M	25%	Summer	4/3	2	7						X
EALC-C 302/534	Third Year Chinese 2	Liu M	25%	Summer	4/3	2	7						X
Arabic													
NELC-A 100/500	Elementary Arabic I	Morkus N	25%	Fall	4/2	69	13	71	4				X
NELC-A 150/550	Elementary Arabic II	Istrabadi Z	25%	Spring	4/3	77	3			46	4		X
NELC-A 200/600	Intermediate Arabic I	Morkus N	25%	Fall	3	51	7	33	6				X
NELC-A 250/650	Intermediate Arabic II	Istrabadi Z	25%	Spring	3	36	9			23	6		X
NELC-A 300/660	Advanced Arabic I	Morkus N	25%	Fall	3	16	7	15	6				X
NELC-A 350/670	Advanced Arabic II	Istrabadi Z	25%	Spring	3	14	4			10	8		X
NELC-A 400/680	Advanced Arabic III	Morkus N	25%	Fall	3	7	7	3	11				X
NELC-A 450/690	Advanced Arabic IV	Istrabadi Z	25%	Spring	3	4	5			0	11		X
NELC-N 223/523	Conversational Arabic I	Alani S	25%	Spring	3					4	8		X
NELC-N 329/529	Arabic Phonetics and Phonology	Alani S	25%	Spring	3					4	12		X
NELC-A 160/560	First Year Arabic	Istrabadi Z	25%	Summer	4/3	2	2						X
NELC-A 100/550	Elementary Arabic I	Al-Raba'a B, Willborn A	25%	Summer	4/2	1	17						X

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LANGUAGE, LITERATURE, AND LINGUISTICS COURSES

Course Number	Course Title	Instructor	Relevant Content	Terms Offered	Credit Hours	2012-2013 UG	2013 Grad	Fall 2013 UG	Spring 2014 UG	2014-2015 Grad
NELC-A 150/550	Elementary Arabic II	Al-Rababa B, Willborn A	25%	Summer	4/2	1	17			X
NELC-A 200/600	Intermediate Arabic I	Isleem M, Benzouina M	25%	Summer	3	2	9			X
NELC-A 250/650	Intermediate Arabic II	Isleem M, Benzouina M	25%	Summer	3	2	8			X
NELC-A 300/660	Advanced Arabic I	Ansary M	25%	Summer	3	4	8			X
NELC-A 350/670	Advanced Arabic II	Ansary M	25%	Summer	3	1	8			X

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1. Project Goal Statement #1: Increase prominence of critical areas and languages through curriculum internationalization (K-18) (AP, CPP 1, CPP 2)		
2. Performance Measures	3. Activities	
A) Increase student's participation in, and use of, IAU content learned through courses, conferences and study abroad opportunities by 10% annually.	<p>A.1. Create and implement "Course in Area Studies Librarianship" in collaboration with the Department of Information & Library Science</p> <p>A.2. Support IAUS faculty in development of "Teaching Central Eurasian Studies Content" course for graduate students in preparation of IAUS Assistant Instructor (AI) placements</p> <p>A.3. Create a semesterly workshop brown bag series for graduate students interested in CEUS teaching assistant positions</p> <p>A.4. Support graduate student conferences including: Association for Central Eurasian Students (ACES), International Public Affairs Association (IPAA), and Midwestern Conference of the Comparative International Education Society (MCIES).</p> <p>A.5. Create an online database of IAUS related jobs and internships in consultation with the School of Public and Environmental Affairs (SPEA) that complement IAUS students' language and area study skills with professional skills to encourage student career development</p> <p>A.6. Increase study abroad opportunities for underrepresented students through partnership with Diversity, Equity, & Multicultural Affairs (DEMA) and two NRCs to support a faculty member in the development of an IAU, diversity focused, spring course with a summer abroad component that makes use of language and regional skills</p>	

<p>B) Increase use of IAUS instructional materials and content by postsecondary faculty, K-12 teachers and pre-service teachers by 10% per year</p>	<p>B.1. Make the materials created from the Curriculum Development Stipend (CDS- more info in MSI table) such as syllabus, modules, and assignments, available on a public website for educators to use as a regional resource for higher education curricula</p> <p>B.2. Create IAU modules for Global Gateway (School of Ed and nationwide pre-service teachers leaving to teach abroad) that include country specific information and language components</p> <p>B.3. Language and Culture modules for business faculty, disseminated nationwide</p> <p>B.4. Internationalization Project with Ivy Tech Community College: Central Asian Semester</p> <p>B.5. Create a web portal for MSI and CC librarians to access research resources</p> <p>B.6. Maintain an online resource for teachers (repository of lesson plans)</p>
<p>C) Increase key stakeholders' understanding and use of Inner Asian and Uralic Studies and language learning via collaborative activities/efforts by 10% annually.</p>	<p>C.1. Work with Indiana State Internationalization Plan to provide professional development workshops for teachers in Kokomo, Bloomington and Columbus school districts as well as outside the internationalization nodes</p> <p>C.2. Create IAU regional and methods presentations for pre-service English as a New Language (ENL) teachers as license addition for School of Ed</p> <p>C.3. Indiana and Beyond: Work with School of Education on internationalizing K-12 curriculum, creating regional modules for Education courses, drafting international certificate for undergraduate pre-service teachers, BA/Med tracks for foreign languages and area studies</p>

	<p>C.4. IAUS Pedagogy Semester Prep Workshop for faculty at Ivy Tech Community College (Themester)</p> <p>C.5. Workshop for pre and in-service teachers as part of 2014 Midwestern Regional Conference of the Comparative International Education Society</p> <p>C.6. Collaborate with different professional schools to develop IAU topics relevant to global and professional interests for Sustainability and Development Symposium and later publish policy briefs from the project</p> <p>C.7. Collaborate with other regional NRCs in Y3 on “Russia, China, and the World Workshop Series” to provide IAU panelists to speak to faculty and students on transnational issues and later publish essays in the journal Diplomatic History</p> <p>C.8. Participate in Critical Area Studies in the Global Era at IU (CASGE) including collaboration with other area centers to create faculty- graduate students work groups, a local conference, a national conference, and IAUS mini conference, all leading to a book publishing of Critical Area topics in a Volume in IU Press’s “Framing the Global Series” for IU’s 200th anniversary in 2019</p>
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1. Project Goal Statement #2: Expand Outreach for Area Expertise and LCTL Instruction to Minority Serving Institutions and Community Colleges (AP, CPP 1)		
2. Performance Measures	3. Activities	
A) Increase opportunities for collaboration among students and faculty at MSI and community colleges with traditional institutions of higher education by 10% annually.	<p>A.1. Develop survey to gauge types of interests across varying institutions and solicit feedback from institutions</p> <p>A.2. Publicize information about collaborative opportunities with the IAUNRC at conferences such as: the Regional HBCU Summit on Retention, the American Association of Community Colleges Convention (AACCC), and the League for Innovation in Community College's annual Innovation Conference.</p> <p>A.3. Work with MSI and CC faculty in the South East region through Outreach America to foster academic ties with MSI and CC faculty through: specialized Videoconferencing presentations, inviting MSI faculty to speak at CEUS Colloquium, sending IU faculty to give research talks and campus visits at partnering institutions, as well as hosting yearly faculty development workshops for IAU</p> <p>A.4. Expand website to include: an interview series with IAUNRC faculty and later MSI faculty regarding research interests, special topics, and current events; a series of short videos and podcasts that contextualize IAU current events; and special videos that serve armed forces veterans populations enrolled at MSIs and CCs</p> <p>A.5. Develop a partnership with Ivy Tech Community College through Internationalizing Curriculum Across Bloomington (ICAB) by designing an IAUS-themed semester, a faculty pedagogical workshop, co-curricular programs, and professional lectures.</p>	

<p>B) Increase by 10% annually the numbers of faculty and students participating in IAUS opportunities at minority serving institutions and community colleges.</p>	<p>B.1. Provide professional development workshops for MSIs and CCs and market these opportunities to minority-serving institutions and community colleges.</p> <p>B.2. Disseminate resources to minority-serving institutions and community colleges.</p> <p>B.3. Offer language courses through DL</p> <p>B.4. Provide a Curriculum Development Stipend (CDS) and academic assistance in conjunction with Russian and East European NRCs for MSI and CC faculty to design courses that incorporate regional content. Created materials (syllabus, modules, assignments, etc.) made available for other educators to use as a regional resource</p> <p>B.5. Participate in the Midwestern Institute for International and Intercultural Education to deliver IAU-focused professional development workshops for faculty of minority-serving schools and community colleges</p>
<p>C) Increase MSI and CC students' knowledge and use of the IAUNRC's critical LCTLs by 10% annually</p>	<p>C.1. Offer distance learning courses in Persian and Turkish to Claflin University as part of Outreach America</p> <p>C.2. Offer facilitated Dari and Pashto online language courses to MSI and CC partners in collaboration with the Center for Languages in the Central Asian Region (CeLCAR)</p> <p>C.3. Disseminate LCTL study opportunities through video conference presentations that explore career and academic paths with partnering MSI and CC students</p> <p>C.4. Creation of a summer scholarship for an MSI undergraduate to participate in an IAU LCTL at the Summer Language Workshop (SLW) at an introductory level with an opportunity to be FLAS eligible the following summer for intermediate language study</p>

1. Project Goal Statement #3: Strengthen IAUNRC Critical LCTLs Teaching and Learning (AP, CPP 2, F1, F2)		
2. Performance Measures	3. Activities	
A) Increase LCTL instructors' use of standards and standards-based assessments by 10% annually	<p>A.1. Develop national curriculum standards for Mongolian language</p> <p>A.2. In collaboration with the Center for Language Excellence (CLE) implement semesterly Professional Development Workshops and a summer professional institute for IAU language instructors with training that includes: preparing National Standards for learning IAUNRC languages, setting proficiency targets for different levels of language instruction, and curricula design.</p>	
B) Increase by 5% annually postsecondary students' participation and proficiency in LCTL languages	<p>B.1. Explore creation of mentorship opportunities for the Turkish Flagship Program by having native speakers involved with the program begin Turkish language instruction in the Bridges: Children Languages, World program, giving them valuable pedagogical training, and the children greater Turkish language exposure</p> <p>B.2. Support Post Advanced Language Study for advanced level students to have specialized non-credit focused conversation hours to strengthen student LCTL language proficiency</p> <p>B.3. Increase student recruitment for IAU LCTL study from professional schools, in particular School of Ed, through web and social media announcements, dissemination of course information, publicity to International Studies majors, exhibits and events, and creation of IAU career guides</p> <p>B.4. Collaborate with other universities through CIC and Courseshare to diversify and expand course offerings to include IAUS</p> <p>B.5. Develop facilitated Dari and Pashto, and Uzbek online courses in collaboration with the Center for Languages in the Central Asian Region (CeLCAR)</p>	

	B.6. Support the Summer Language Workshop (formerly SWSEEL) for intensive study of IAU LCTLs through Central Asian Language Consortium
	B.7. Exploratory language course for short-term study abroad
C) Award fellowships to undergraduate students, graduate students, or both, to students who demonstrate financial need as indicated by the students' expected family contribution, as determined under part F of title IV of the HEA (F1)	C.1. Award FLAS fellowships to undergraduate and/or graduate students who demonstrate financial need (F1)
D) Award 25% or more of academic year FLAS fellowships in priority languages.	D.1. Award FLAS fellowships for Dari and Pashto, languages of Afghanistan (IP)
E) Increase the number of intermediate or advanced level language courses in the priority and/or LCTLs during the course of the grant (GPRA)	E.1. Offer distance learning language Courses for MSI and CC partners through collaboration with the Center for Languages in the Central Asian Region (CeLCAR)
F) Increase the number of certificate, minor, or major degree programs in the priority and/or LCTLs, area studies, or international studies during the course of the 4-year grant period. (GPRA)	F.1. Participation in new programs for pre-service teachers at SoE (Licensure in World Languages, an international certificate for undergraduate pre service teachers., BA and Med tracks for foreign language /area studies majors)
G) Increase percentage of FLAS graduated fellows who secured employment that utilizes their foreign language and area studies skills within 8 years after graduation based on FLAS tracking survey. (GPRA)	G.1. Track FLAS graduates to determine utilization of foreign language and area studies skills.
H) Increase percentage of FLAS master's and doctoral graduates who studied priority languages as defined by the Secretary of Education. (GPRA)	H.1. Support LCTL course instruction in critical languages.
I) Increase percentage of FLAS fellows who increased their foreign language reading, writing, and/or listening/speaking scores by at least one proficiency level. (GPRA)	H.2. Offer FLAS Fellowships in LCTLs. I.1. Track FLAS fellows foreign language reading, writing, and/or listening/speaking scores
J) Increase by 5% annually opportunities for the general public including businesses and the media to participate in LCTL learning events.	J.1.. Offer exploratory IAU language and culture classes to young learners in Bloomington through participation in "Bridges : Children, Languages, World" program, taught by IU LCTL students after receiving teaching training J.2. Create Silk Road Language classes for general public participants to explore IAU LCTLs as part of IU's Life Long Learning Program

	<p>J.3. Introduce post advanced LCTL tutorials: twice-weekly meetings throughout the AY between students and a language instructor on a non-credit basis (PALS)</p> <p>J.4. Create an online version of the Turkish-Azeri bridge (Koprurpu) for public access</p>
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<p align="center">APPLICATION WORLD REGION OR THEMATIC FOCUS FY 2014-2017</p>

Africa	<input type="checkbox"/>
Canada	<input type="checkbox"/>
East Asia	<input type="checkbox"/>
International	<input type="checkbox"/>
Latin America & Caribbean	<input type="checkbox"/>
Middle East	<input type="checkbox"/>
Pacific Islands	<input type="checkbox"/>
Russia / Eastern Europe / Eurasia	<input checked="" type="checkbox"/>
South Asia	<input type="checkbox"/>
Southeast Asia	<input type="checkbox"/>
Western Europe / Europe	<input type="checkbox"/>
Other (specify) _____	<input type="checkbox"/>

<p align="center">APPLICATION TYPE</p>

Comprehensive NRC and FLAS	<input checked="" type="checkbox"/>
Undergraduate NRC and FLAS	<input type="checkbox"/>
Comprehensive NRC only	<input type="checkbox"/>
Undergraduate NRC only	<input type="checkbox"/>
FLAS only	<input type="checkbox"/>

FLAS-ELIGIBLE LANGUAGES
Performance-Based Instruction
FY 2014 – 2017

- A FLAS-Eligible language marked "Y" means that the language is currently available and students can apply for fellowships. Languages marked "Y" should be substantiated by the course list and the faculty biographical information.
- You may request FLAS eligibility for additional languages at any time during the 4-year grant cycle by submitting the justification, course description, and the instructor's CV.

Language	Eligible Now? Y/N
Azerbaijani	N
Dari	Y
Estonian	Y
Finnish	Y
Hungarian	Y
Kazakh	Y (DL)
Kyrgyz	N
Mongolian	Y
Pashto	Y
Persian	Y
Tajik	N
Tatar	Y
Tibetan	Y
Turkish	Y
Turkmen	N
Uyghur	Y
Uzbek	Y

Adherence to Section 427 of GEPA

The commitment of Indiana University to the most fundamental principles of academic freedom, equality of opportunity, and human dignity requires that decisions involving students and employees be based on merit and be free from invidious discrimination in all its forms. IU pledges itself to continue its commitment to the achievement of equal opportunity within the University and throughout American society as a whole. Assisted by several other units, including The Minority Achievers Program, Minority Student Recruiting (admissions), Groups Program (to promote retention), FASE Program (structured mentoring), the Office of Diversity, Equity, and Multicultural Affairs (DEMA), and the Office of Affirmative Action (OAA), IU's Office of the Associate Vice Chancellor for Academic Affairs coordinates numerous programs assuring minority equality and access. IU Disability Roundtable sponsors a monthly series to educate the university community about accessibility issues and methodologies to create a fully inclusive environment.

The Inner Asian and Uralic National Resource Center (IAUNRC) adheres to these general principles resolutely and makes every effort to assure equal access to and participation in its programs by all persons regardless of arbitrary and discriminatory considerations of age, color, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, or veteran status. In all of its activities, IAUNRC works closely with DEMA and the OAA in actively recruiting and retaining students and faculty from underrepresented groups.

IAUNRC's grant proposal contains many tangible initiatives that speak directly or indirectly to ethnic and racial minority constituencies and the institutions that serve them. One initiative involves working with DEMA to increase study abroad opportunities for underrepresented students by supporting a faculty member in the development of an IAU, diversity focused, spring course with a summer abroad component that makes use of language and regional skills. Perhaps our most significant and innovative project is "Outreach America," which will create complex, sustainable partnerships with 8 MSI's and CCs in the eastern half of the country that serve significant African-American and military veteran student bodies. In year four, having established a working model and as an expansion of the project for the 2018-2022 T6 cycle, we will begin to seek partnerships with a second set of institutions, this time in the western half of the U.S., that serve largely Hispanic-American and Indigenous People (Native American) clientele.

Like IU as a whole, the Center's facilities are handicap-accessible and its website has been redesigned to be compliant with ADA guidelines for the sight-impaired. As in the past, when we have consistently awarded about 50% of our FLASes to underrepresented groups, we will continue to award all fellowships and professional development grants to highly qualified women and ethnic/racial minorities, and through our "Outreach America" initiative, increase opportunities specifically for the latter groups and for veterans. The IU Summer Language Workshop has frequently made special arrangements for participants with learning (e.g., special tutorials) and physical (e.g., housing, transportation, or diet) disabilities. We regularly present programs to the growing local retirement community, including Stonebelt, a facility for mentally disabled retirees.

National Resource Centers (NRC) Program
Foreign Language and Area Studies Fellowships (FLAS) Program

Information to Meet §602(e) Statutory Requirements

Sec. 602 (e) of the Title VI of the Higher Education Act of 1965, as amended states that applicant institutions desiring a grant under this section shall include the information below in their applications for funding. You may use this page or your own format to present this information. The supplemental information page(s) do not count against the project narrative page limitations. If the application is being submitted on behalf of a consortium, include responses for the lead institution and for the consortium partner(s).

1. An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs;

IU has a strong tradition of fostering a climate that thoughtfully encourages diverse perspectives on debates about current affairs and academic questions in our international curriculum, from the classroom to the public square. As stated by the University Faculty Council, IU sees diversity as “an essential part of our overall commitment to generating and imparting knowledge and understanding,” and declares that

All components of our academic mission—teaching, learning, scholarship, research, and creative activity—are immeasurably enriched by students, faculty, and staff with diverse experiences. Our finest efforts as educators and scholars depend on the interchange of ideas and on the testing of competing assumptions. Interaction on our campus among persons and groups with diverse backgrounds and experiences facilitates those efforts by helping us to become more reflective about the varied historical and social contexts in which we work and learn.

The Council concluded that “Indiana University... aspires to prepare its students for life in a richly complex nation and world, and it expects members of the University to promote this vision as fully and conscientiously as possible.”

One of the nation’s major research institutions, IU is especially noted for its commitment to area studies and instruction of LCTLs. Over the past 6 decades, it has created an unmatched academic community for Inner Asian and Uralic studies by instituting a focused cluster of 7 collaborating units that justify its preeminence in the field: the Inner Asian and Uralic National Resource Center (IAUNRC), the Central Eurasian Studies Department (CEUS), the Turkish Language Flagship Center (TLFC), the Sinor Research Institute for Inner Asian Studies (SRIFIAS), the Center for the Languages of the Central Asian Region (CeLCAR), the Summer Language Workshop (SLW, formerly SWSEEL), and the Center for Turkic & Iranian Lexicography and Dialectology (CTILD).

With more than 60 faculty engaged with IAUS, the opportunities for diverse expert perspectives in teaching, scholarship and publishing, consulting, and outreach are therefore considerable. Many of these faculty will participate in the activities we plan for the next T6 cycle, working with audiences that themselves reflect diverse backgrounds, interests, and perspectives. This will be particularly true as we expend a significant portion of our resources reaching out to minority-serving institutions at all educational levels and community colleges. In addition, IU's renowned strength in IAUS attracts scholars, political figures, public intellectuals, journalists, and many others, individually and in groups, from across the U.S. and around the world who provide additional perspectives to the continuing discussion of our region and world affairs that takes place continually on campus.

The IAUNRC curriculum and individual faculty focus on providing a balanced picture of the important cultural specificities in our region that need to be understood on their own terms, as well as various perspectives on how problematic aspects of Central Eurasia can be understood and addressed and what consequences derive from such varied perspectives in terms of intellectual dialogue and policy making. Faculty often provide a forum for considering contentious issues by bringing in outside experts as guests in the classroom, and they also supplement such exposure to diverse perspectives by encouraging (or sometimes requiring) that students attend lectures, workshops, and conferences hosted on campus through the Center and other area studies units.

2. A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.

From its inception, IAUNRC has been dedicated to training, in a structurally comprehensive way, scholars and professionals in IAUS and to link these specialists to the needs of government, education, business, and the non-profit sector. Graduates of our program are able to discuss comfortably and with assurance the history and contemporary affairs of the countries within our region, and to live and work therein with well-developed skills in the use of the relevant languages. The Center has done so largely in conjunction with the Central Eurasian Studies Department (CEUS), whose own regional focus coincides with that of the IAUNRC and is a rare department with a multi-disciplinary character. CEUS has graduated generations of students with masters and doctoral degrees, the large majority of whom pursue job opportunities in the federal government and its many agencies, in international organizations and non-profits, regional NGOs, and with regional business and educational institutions. CEUS's MA program in particular, with its outstanding offerings in numerous LCTLs, is structured to encourage in our students government and other public service, and departmental advisers make known to their advisees the many opportunities available by organizing job talks, inviting post-graduates with pertinent job experience to speak with students, and affording opportunities for student colloquy with visiting scholars and other professionals. We also encourage our students to take advantage of summer internships during their education to help focus their career planning.

Much of this is supported by IAUNRC. Our proposal includes numerous projects in response to congressional priorities, each reflecting one or more national needs largely focused on the educational system from grades K-18 and beyond. Our overriding goal is to make regional knowledge and training available as widely as possible and to as many different constituencies

that we can reach. By pursuing an expansive approach, recruitment to the field should be enhanced and potential future IAUS specialists identified. By bringing IU's expertise and resources to institutions that do not have access to IAUS, we hope to expand the horizons of their students with opportunities that their home institutions cannot afford or provide themselves.

Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center: Indiana University, Inner Asian & Uralic NRC

Name/Title of Authorized Representative (Printed):

Title: Steven A. Martin

Telephone: 812-855-0516

Signature:



E-mail: rugs@indiana.edu

Date: 06/27/2014

U.S. Department of Education
1990 K Street, NW
Washington DC 20006-8521

June 12, 2014

Dear Colleagues:

This letter is being written in support of the grant application by the Inner-Asian and Uralic National Resource Center (IAUNRC). Speaking as a member of the consortium that the IAUNRC proposes to establish, I wish to summarize the reasons for why the grant should be awarded.

The grant proposal foresees a four-year project based upon partnerships with minority-serving institutions (MSIs) to create an integrated and sustainable program that will enhance opportunities for MSI colleagues and their students to acquire enhanced exposure to the cultures and languages of the Central Eurasian region. It is intended that these MSIs will form a cohort upon which the IAUNRC will build a larger program in the future.

The activities intended to be part of this project will encourage curriculum development through creation of a full range of instructional materials from content modules to contextualized coverage of current events in digital format. There will also be podcasts of content-based interviews with regional experts and visits by Indiana University (IU) faculty to partner institutions for a combination of content presentations, meetings with students, and discussions with faculty and administrators about how best to enhance faculty development;

The activities will also support faculty development by involving partner scholars in the academic life of IU. In order to achieve this, paired relationships between IU and partner faculty will be established. Partner scholars will also be invited to IU to share their research in the Central Eurasian Studies Colloquium.

Finally, the activities will increase access to the less commonly taught languages (LCTLs) of our region by producing a video that introduces the region's major language families and some history of their development, etc.; by developing distance-learning opportunities in LCTLs; and by creating a funding source for a third-year summer scholarship to be awarded for introductory language training at IU's Summer Language Workshop. This will be done through competition and awarded to an MSI undergraduate; that student will also be eligible for a Foreign Language and Area Studies award to study a LCTL at the intermediate level in summer four.

IAUNRC's partner institutions will benefit from involvement in the proposed consortium in many respects. It must also be acknowledged that each institution has different attributes and needs. Some institutions already have international studies programs established. For those that do not, the IAUNRC wants to aid them so that they can develop international studies programs that meet the needs of their student populations.

Sincerely,



Anthony B. Newkirk (Philander Smith College, anewkirk@philander.edu)

Gwendolyn Bookman (Bennett College, gbookman@bennett.edu)

Gregory Hall (Morehouse College, Gregory.Hall@morehouse.edu)

Mohammad Gharipour (Morgan State University, mohammad.gharipour@morgan.edu)

Mitali Wong (Claflin University, wong@claflin.edu)

James Gustafson (Indiana State University, James.Gustafson@indstate.edu)

Minh Nguyen (Eastern Kentucky University, Minh.Nguyen@eku.edu)

Christopher Sulincevski (St. Louis Community College, csulincevski@sticc.edu)



June 9, 2014

U.S. Department of Education
1990 K Street, NW.
Washington DC 20006-8521

To whom it may concern:

It is a privilege to write in support of the Indiana University Title VI consortium "Indiana State Internationalization Plan" (ISIP) proposal, led by the Center for the Study of Global Change, which will build a stronger and more robust infrastructure for international education across the State of Indiana.

I have championed international partnerships and world language learning throughout my career because all our students and teachers benefit from the global perspectives that result from exchanges of students, teachers and administrators and introduction to world languages. Global partnerships are growing throughout Indiana in our schools but there is room for substantial growth in international exchange, global learning and study of world languages. We have reenergized our Global Learning and World Languages programs at the Indiana Department of Education and are grateful for the collaboration with the Center for the Study of Global Change on the state wide program "Advancing Global Learning in Indiana Schools", a collaborative effort funded by national and state wide public and private partners.

The IDOE is collaborating with the Global and Area Studies Centers at Indiana University on key deliverables that will benefit the ISIP project including a Survey of the State of Global Learning in Indiana Schools and development of professional learning communities focused on global learning. We are pleased to partner with the School of Global and International Studies, Indiana University centers and all who will contribute to developing the Indiana State Internationalization Plan.

The State of Indiana needs a systemic approach that is comprehensive, sustainable in the long-term, involving stakeholders from many sectors across Indiana: higher education institutions, K-12 education, businesses, policymakers, and organizations and experts from Indiana. The ISIP

plan can become a model for how to internationalize states as it brings together constituents from other states who are involved in similar initiatives in their states.

The plan has five major goals and a clear strategy of how to achieve them:

- To design a consortium of diverse stakeholders that collectively promote and further international education across Indiana

- To collectively develop a state-wide internationalization plan for Pre-K-16 and beyond

- To develop a K-12 global learning certificate for the state of Indiana

- To enhance and increase the offerings and access to area, global, and world language learning and professional development opportunities for Indiana students and teachers

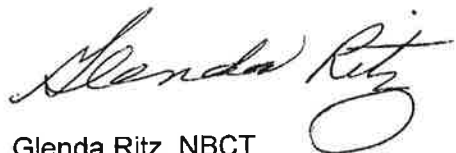
- To expand routes for professional preparation and certification of world language teachers

The enhancement of world language instruction and teaching, the further integration of global learning and area studies outcomes in teaching and learning, and the increased opportunities for certification and teacher training are not only desired but necessary for our students in the 21st century.

The state of Indiana needs such a collective effort and the IDOE is delighted to be part of this important initiative. It looks forward to working with the Global and Area Studies Centers at IUB to develop and implement the plan, and thus further change the landscape of international education in the state of Indiana.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Glenda Ritz". The signature is fluid and cursive, with a large loop at the end of the last name.

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction



INDIANA UNIVERSITY

SCHOOL OF EDUCATION

Office of the Dean

June 10, 2014

Dear Colleagues:

I am writing to express my support for the initiatives spearheaded by the area studies units at Indiana University applying for Title VI funding this June. The School of Education is pleased to partner with the Title VI applicants to enhance the training and certification of K-12 teachers in the state of Indiana and beyond. As the premier institution that trains and certifies teachers in our state, the School of Education is enthusiastically supportive of the goals of this competition—to deepen the internationalization of our teacher training curriculum and bring engagement with cultures and societies from around the world into every classroom toward developing sophisticated and active global citizens.

The School of Education has a long history of global research and international partnerships along with our Global Gateway for Teachers cultural immersion program which is recognized as one of the most rigorous and innovative study abroad experiences among schools of education. Global Gateway places student teachers in 18 countries, national urban schools and the Navajo Nation. We are well positioned to support the project goals of internationalizing the curriculum in Indiana school districts and increasing the number of graduates qualified to teach foreign languages through exploring and/or expanding joint degree tracks. The School will commit to providing approximately \$15,000 for a new postdoctoral fellow position that will be jointly funded with the School of Global and International Studies and the Title VI centers at 100% FTE to coordinate internationalization efforts. In addition, the School of Education will provide administrative support through its Center for P-16 Research and Collaboration as well as the P-16 Center Director's time to supervise the fellow and serve as faculty liaison with other partners.

Our faculty looks forward to the outcomes of the activities we have planned, and I believe the investments we are making with support from the Title VI competition will have a lasting impact on the curriculum, faculty research and activities in the classroom, and, most importantly, the teachers we will be graduating into the future.

Sincerely,

Gerardo M. Gonzalez,
Dean

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503


PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application,
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, AAudits of States, Local Governments, and Non-Profit Organizations.≡
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 		TITLE Associate VP Research Administration
APPLICANT ORGANIZATION Trustees of Indiana University		DATE SUBMITTED 06/27/2014

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

Approved by OMB

0348-0046

(See reverse for public burden disclosure.)

1. Type of Federal Action: <input type="checkbox"/> NA a. contract b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance		2. Status of Federal Action: <input type="checkbox"/> NA a. bid/offer/application b. initial award c. post-award		3. Report Type: <input type="checkbox"/> NA a. initial filing b. material change For Material Change Only: year _____ quarter _____ date of last report _____	
4. Name and Address of Reporting Entity: <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____, if known: Congressional District, if known:			5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: N/A Congressional District, if known:		
6. Federal Department/Agency: N/A			7. Federal Program Name/Description: N/A CFDA Number, if applicable: _____		
8. Federal Action Number, if known: N/A			9. Award Amount, if known: \$ N/A		
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI): N/A			b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): N/A		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.			Signature: <u>Steven A. Martin</u> Print Name: <u>Steven A. Martin</u> Title: <u>Associate VP Research Administration</u> Telephone No.: <u>812-855-0516</u> Date: <u>06/27/2014</u>		
Federal Use Only:				Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)	